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Course Profiles

*nolic Curriculum Cooperative Writing Partnership*

# Course Profile

## English in Daily Life, ESL

Level 2
Open

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• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers (writers and predominantly the revisors) and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teaches are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for education purposes.

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**Acknowledgments**

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BDC-2387

# Course Profiles for Catholic Secondary Schools
## English as a Second Language, Level BO
## Course Overview

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**Identifying Information:**

**School:**
**District:** Durham Catholic
**Course Title:** English in Daily Life
**Grade:** 9 - 12
**Course Type:** Open
**Ministry Course Code:** ESL B0
**Secondary Policy Document:** The Ontario Curriculum Grades 9 to 12 English as a Second Language and English Literacy Development, 1999
**Publication Date:** April, 1999
**Credit Value:** 1.0

**Department:** English as a Second Language
**Course Developers:**
Dwain Tymchyshyn (Lead Writer)
Irene Cudini (Writer)
Peri Kakis (Writer)
Mary Lou Eva (Contributor)
**Development Date:** February - April, 1999
**Course Revisors:**
**Revision Date:** March - April, 1999
**Additional Codes:**

## Description/Rationale

This course expands students' essential English communication skills and cultural knowledge and introduces to students the language of classroom studies. Students develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students also learn how to use some school and community resources.

## How This Course Supports The Ontario Catholic School Graduate Expectations

Education should reflect what Pope John Paul II calls "the common effort to build the civilization of love founded on the universal values of peace, solidarity, justice, and liberty." Through language, God's creative and liberating actions are revealed to each generation. Therefore, language serves not only as the pathway of communication between all people but as the primary form of encounter between God and humanity as well, integrating mind, body, and soul. English language instruction in the Catholic system creates literate, responsive and responsible Christians who are optimally informed, independent thinkers and communicators.

## Unit Titles

| | | |
|---|---|---|
| Unit 1 | New Beginnings | 15 hours |
| Unit 2 | Ontario and Our Community | 15 hours |
| Unit 3 | Canadian Diversity | 25 hours |
| Unit 4 | Media: The Newspaper | 20 hours |
| Unit 5 | Celebrations | 20 hours |
| Unit 6 | Historical Canada: Anne of Green Gables | 25 hours |

## English in Daily Life, Level B, Open
## Unit Organization

### Unit #1: New Beginnings
**Time:** 15 hours

**Description**:
This unit on the theme of new beginnings exposes students to learning experiences designed to assist them in developing visual, oral, and written communication skills in connection with literature. Students reflect on past and present experiences and express their views, feelings, and ideas in oral and written mediums. Students demonstrate communicative competence through daily practice of the skills needed to develop oral and written fluency in English. Opportunities to learn new vocabulary and language structures, develop time management skills and use first language skills, promote second language acquisition. Respect and consideration for others will be emphasized as students become effective communicators who speak, write, and listen honestly, sensitively, and critically in light of Gospel values.

**Ontario Catholic School Graduate Expectations:**.2a, b, c; 3c; 4c, f; 5a.
**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.01, 04,05; BREV.01, 04; BWRV.01, 03, 04; BSCV.04.
**Specific Expectations:** BOR1.01, 02, 03, 06, 07, 2.03, 3.01, 02; BRE1.01, 2.01, 02, 3.03; BWR1.01, 02, 3.01, 02, 03; BSC2.01, 02, 03.

### Unit # 2: Ontario and Our Community
**Time:** 15 hours

**Unit Description:**
This unit provides students with an opportunity to become acquainted with the community and province in which they live. Students will use current technologies such as the Internet and will practise time management skills. The real success of this unit will be in its providing a context for each student to feel valued. Looking at social issues and community resources will allow students to feel empowered as Christians, able to help themselves and others. Language skills development will highlight related vocabulary, as well as verb tenses, questioning and note taking, and a variety of other grammatical and organizational structures that students will naturally encounter as they read, write, view, speak, and interact with short texts, and the community directly.

**Ontario Catholic School Graduate Expectations:** 1d; 2a, b, c; 3a, f; 4a, f; 5e, g; 6c; 7e, f, g, i.
**Strands:** Oral and Visual Communications, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BREV.01, 02, 03, 04, 05; BWRV.01, 02, 03; BORV.01, 03, 04, 06; BSCV.01, 02, 03, 04.
**Specific Expectations:** BRE1.01, 02, 03; 2.01, 02, 03; 3.01, 02, 03, 04; 4.01, 02; BWR1.01, 02; 2.01, 02, 03, 04; 3.01, 02, 03, 04, 05; BOR1.01, 02, 03, 04, 05, 06; 2.01, 02, 03, 04; 3.01; 4.01; BSC 1.02, 03, 05; 2.01, 02, 03, 04 05.

## Unit #3: Canadian Diversity

**Time:** 25 hours

### Description:

This unit gives students basic knowledge of Canadian history, economic regionalism, ethnic communities and politics. Students learn to become responsible and knowledgeable citizens of Canada who promote peace, justice and the sacredness of life. These Catholic values encourage students to think globally and analyze the presence of similar values in the social fabric of the countries they have come from. Students will recognize how ethnic communities have contributed to the Canadian pursuit of multiculturalism. Students will become effective communicators of the Good News of Jesus Christ with regard to historical and contemporary Canadian issues.

**Ontario Catholic School Graduate Expectations:** 3f; 7g, j
**Strand**: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations**: BORV.03; BREV.03; BSCV.01, 02
**Specific Expectations**: BOR1.05, 2.01; BRE3.01, 05 4.01; BSC1.01, 02

## Unit #4: Introduction to Canadian Media

**Time:** 20 hours

### Description:

Media literacy serves a dual purpose: developing fluency in English and forming a relevant social context. This unit shows students how to become informed about current events. Students discover, through a variety of media, information about their community and the world at large. Students investigate format, content, style, and vocabulary. In the process, they learn to make ethical decisions about major social, political, and economic issues. They will be encouraged to become lifelong learners who will develop and demonstrate their God-given potential.

**Ontario Catholic School Graduate Expectations:** 2b, e; 3c.
**Strand**: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations**: BORV.06; BREV.02, 04
**Specific Expectations**: BOR2.02, 04, 4.01; BRE1.02, 03, 04, 3.01, 06; BWR1.01, 2.03, 3.04, 05; BSC1.05

**Unit #5: Celebrations**
**Time:** 20 hours

**Description**:
Celebrations are essential to every cultural group. Students recognize and value the multitude of customs and traditions that make Canada a rich and diverse community of God. Studying the celebrations of different cultural groups permits students to expand their communicative competence, compare and contrast traditions of different cultures, and further explore their social and cultural place in Canadian society. By sharing their own customs and traditions, students contribute to and learn about Canadian multiculturalism. By organizing and participating in different celebrations which include their families and friends, students become caring members of their families, schools, parishes, and the wider community.

**Ontario Catholic School Graduate Expectations:** 1d; 5c; 7c, f
**Strand**: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations**: BORV.01, 02; BREV.01, 05; BSCV.03
**Specific Expectations**: BOR1.01, 03, 04, 2.02, 3.02; BWR1.01, 2.01,03,.04; BSC1.03, 04, 2.02, 03, 04, 05

**Unit #6: Historical Canada: Anne of Green Gables**
**Time:** 25 hours

**Description**:
This unit provides the opportunity for students to begin to develop those skills essential to reading and comprehending a longer piece of English fiction in connection with the language skills of daily life. Students learn to link aspects of fiction to real life, both historical and contemporary, and to personal and faith experiences thereby finding connections with Gospel/Biblical stories. A highly abridged version of Anne of Green Gables [Oxford Bookworms 2 Edition] provides students with exposure to Canadian culture of an earlier era, as well as promoting opportunities for investigating current topics such as relationships, religion, illness, and other issues that are faced by students in their daily lives. Projects in the unit help students to expand their skills in vital aspects of reading, writing, communicating, vocabulary acquisition and time management.

**Ontario Catholic School Graduate Expectations:** 2c, d; 7i
**Strand**: Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations**: BORV.03; BREV.03; BWREV.01
**Specific Expectations**: BOR1.02, 07, 08, 2.03, 3.01; BRE1.01, 2.01, 02, 03, 3.02; BWR1.01,.02, 2.02, 03; BSC2.01,02

## English as a Second Language, Level B, Open
Strategies and Resources

| Instructional Strategies | Assessment Strategies | Main Resources |
|---|---|---|
| Instructional strategies will include the following:<br><br>**Answering Comprehension Questions**- answering questions to improve reading skills<br>**Brainstorming**- group generation of initial ideas<br>**Charting Information**- organizing ideas, information, and opinions using graphic organizers<br>**Class/Group Discussion**- clarifying ideas and improving listening and speaking skills<br>**Conferencing** - student teacher/student and student discussion<br>**Creating Questions**- designing questions to demonstrate understanding and to obtain information<br>**Creative Writing**- expressing ideas creatively<br>**Excursions** -experiencing the community and its resources<br>**Interviewing** - creating and asking questions to gather data<br>**Journals**- writing to express ideas and develop fluency<br>**Note Taking**- recording information<br>**Oral Presentation** - oral presentation of researched topic<br>**Oral Reading**- reading to aid comprehension and pronunciation<br>**Paragraph\Letter Writing**- organizing ideas into a variety of formats<br>**Story Mapping**- charting the elements of a story<br>**Technology Applications**- using various forms of technology to improve learning<br>**Writing Process** - using a step-by-step approach to composing and editing writing<br>**Visual Stimuli**- using visuals to promote understanding and to stimulate thought and ideas | The assessment plan will include the following:<br><br>**Personal Communication**<br>• journals<br>• self assessment<br>• student-teacher conferences<br>• student-student conferences<br><br>**Paper and Pencil Tests**<br>• sight-reading test<br>• vocabulary and language quizzes<br><br>**Observation**<br>• formal<br>• informal<br><br>**Performance Assessment**<br>• posters and pamphlets<br>• exhibitions<br>• writing assignments<br>• oral presentations<br>• story map<br>• oral reading<br><br>Assessment tools will include:<br>• checklists<br>• marking schemes<br>• rubrics<br>• anecdotal comments with suggestions for improvement<br>• error analysis<br>• homework checks | The following resources are required to support teaching and learning:<br><br>Azar, Betty Schrampfer. ***Understanding and Using English Grammar***, Prentice Hall (Englewood Cliffs, 1989)<br><br>Banks, Caroline and Tom Rowe. ***Readings in English 3***. Prentice-Hall (Englewood Cliffs, 1990)<br><br>Barry, James. ***Language to Go***, Nelson (Toronto, 1995)<br><br>***Canadian by Choice***. Citizenship and Immigration Canada.<br><br>Fowler, H.W. ***The Concise Oxford Dictionary,*** Clarendon Press (Oxford, 1990)<br><br>McCloskey, Mary Lou. ***Voices in Literature***, Heinle (Boston, 1993)<br><br>Martin, Dave. ***Communicating Skills***, Nelson (Scarborough, 1998)<br><br>Naber, Vera Teophil, and Savitsa Sevigny. ***A Grammar Manual for Canadian E.S.L. Students***, Prentice Hall (Scarborough, 1993)<br><br>Parnwell, E.C. ***The Canadian Oxford Picture Dictionary***, Oxford University Press (Toronto, 1997)<br><br>Wansbrough, Henry. Ed. ***The New Jerusalem Bible***, Doubleday (New York, 1990)<br><br>Zuern, Guenther. ***Ontario Reader 1999***. Newcomer Communications (Toronto, 1999) |

## Evaluation of Student Achievement

The individual components of student evaluation will be embedded within the four strands designated for learners of English as a Second Language. As a result categories for tests, language skills, etc. do not exist.

| Knowledge/Skill Category Weighting | % | Course Grade Weighting | % |
|---|---|---|---|
| **Final Evaluation** | | | |
| • Knowledge/Understanding | 25 | | |
| • Thinking/Inquiry/Problem Solving | 25 | Final Evaluation | 30 |
| • Communication | 25 | Oral and Visual Commun. | 20 |
| • Application/Making Connections | 25 | Reading | 20 |
| **Oral and Visual Communication** | | Writing | 20 |
| • Knowledge/Understanding | 20 | Social and Cultural Comp. | 10 |
| • Thinking/Inquiry/Problem Solving | 30 | Course Grade | 100 |
| • Communication | 30 | | |
| • Application/Making Connections | 20 | | |
| **Reading** | | | |
| • Knowledge/Understanding | 25 | | |
| • Thinking/Inquiry/Problem Solving | 35 | | |
| • Communication | 20 | | |
| • Application/Making Connections | 20 | | |
| **Writing** | | | |
| • Knowledge/Understanding | 25 | | |
| • Thinking/Inquiry/Problem Solving | 25 | | |
| • Communication | 10 | | |
| • Application/Making Connections | 40 | | |
| **Social and Cultural Competence** | | | |
| • Knowledge/Understanding | 15 | | |
| • Thinking/Inquiry/Problem Solving | 20 | | |
| • Communication | 25 | | |
| • Application/Making Connections | 40 | | |

## English as a Second Language, Level B, Open Additional Information

## Course Notes

The daily teaching of language skills is an important feature of any language course. The cultural and religious faith components of student learning are essential, because it must always be remembered that students' daily lives are affected by their new experiences in a new cultural environment. For these students the familiarity of first language and religion are very important anchors in their learning. A strong faith component in the course is important to validate students' lives and cultures. The importance of technology in the classroom must be recognized. Computers used for word processing or finding resources on the internet are important to daily student learning. Teachers must use the Individual Education Plans (IEP's) of exceptional learners in the English as a Second Language program to determine the modifications and accommodations which need to be introduced for these students. Work portfolios and rubrics are important components of assessment, but only a rubric for the evaluation of written work has been developed. Teachers will need to develop their own rubrics for the evaluation of oral work.

## OSS Policy Applications

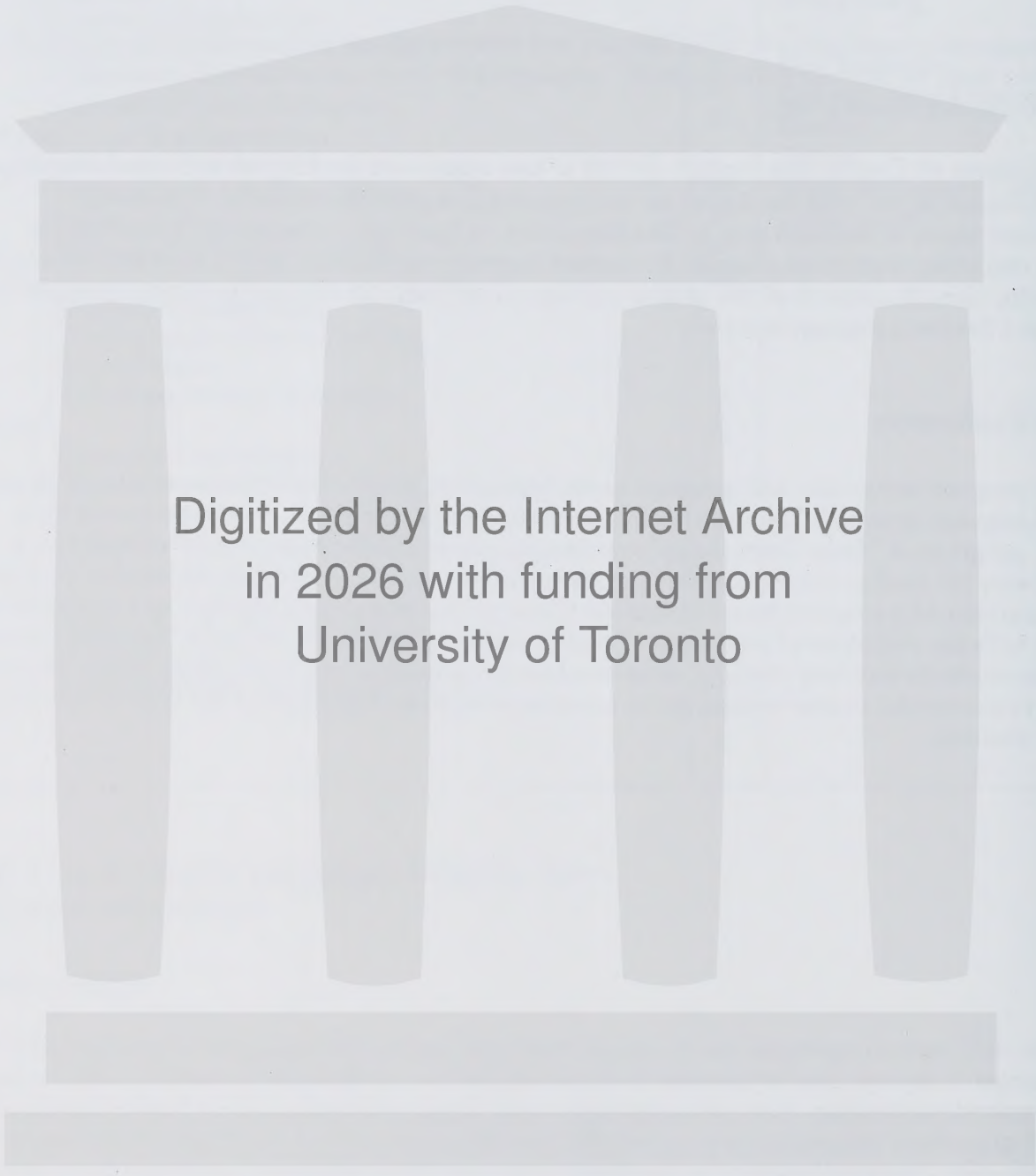
OSS policy documents in all subject disciplines have important applications for the English as a Second Language student because the expectations in these documents will be the ultimate benchmark upon which students' achievement will be assessed. English as a Second Language is a bridging program which seeks to move students towards participation in the main stream English program, and as such teachers need to prepare students for the expectations they will eventually have to meet.

Another important consideration is the literacy test which students will eventually have to pass. Every effort must be made to focus students' language skill development towards successful completion of the literacy test.

The application of Choice Into Action, (1999) is also significant for English as Second Language learners because of the need for future career planning in a new environment. The career development needs of students new to Canada cannot be ignored and in fact the limitations of language can often seem to be a hurdle for second language students as they choose education and career paths. Specific aspects of the guidance program will have to address the special needs of English as a Second Language learners.

## Course Evaluation

Constant program evaluation and program needs assessment are essential features of any English as a Second Language program. Teachers must constantly reflect upon their own practice and their students' progress. A "Stop, Start, Keep" continuum, where current practices are analyzed, is a practical way for teachers to assess their program and ensure it is meeting the needs of students. Outside analysis of a program by a Curriculum Chair or Program Consultant may also be useful in assisting with the evolution of a program. Finally, student program evaluation is important, because most often students can very directly show teachers the strengths and weaknesses of any program. The key to successful course evaluation is constant evolution of practice in the face of the changing needs of students.



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# Unit # 1

## Title: New Beginnings

**Time:** 900 minutes

**Unit Developers**

Dwain Tymchyshyn, Durham Catholic District School Board
Irene Cudini, Durham Catholic District School Board
Peri Kakis, Durham Catholic District School Board

**Development Date:** February, 1999

### Unit Description

This unit on the theme of new beginnings exposes students to learning experiences designed to assist them in developing visual, oral, and written, communication skills in connection with literature. Students reflect on past and present experiences and express their views, feelings, and ideas in oral and written mediums. Students demonstrate communicative competence through daily practice of the skills needed to develop oral and written fluency in English. Opportunities to learn new vocabulary and language structures, develop time management skills and use first language skills, promote second language acquisition. Respect and consideration for others will be emphasized as students become effective communicators who speak, write, and listen honestly, sensitively, and critically in light of Gospel values.

### Strands and Expectations

**Ontario Catholic School Graduate Expectations:** 2a, b, c; 3c, 4c, f; 5a
**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.01, 04, 05; BREV.01, 04; BWRV.01, 03, 04; BSCV.04
**Specific Expectations:** BOR1.01, 02, 03, 06, 07, 2.03, 3.01.02; BRE1.01, 2.01, 02, 3.03; BWR1.01, 02, 3.01, 02, 03; BSC2.01, 02, 03.

### Activity Titles

| | | |
|---|---|---|
| Activity 1 | In the Beginning | 120 minutes |
| Activity 2 | Personal Symbols | 240 minutes |
| Activity 3 | The Rising Sun | 180 minutes |
| Activity 4 | Scriptural Beginnings | 120 minutes |
| Activity 5 | Origins | 240 minutes |

### Unit Planning Notes

Teachers should permit students to use first and second language dictionaries, bilingual dictionaries, and electronic translators, but also should encourage students to use context of clues in order to decipher word and phrase meaning. Teachers should also provide opportunities for the inclusion of first language to support understanding expression and fluency. When working with students on a daily basis, teachers should also be sensitive to the potential for painful memories by students. Students' backgrounds should be considered when choosing materials to make certain they are

universal enough to transcend the cultural, social or political differences present in the class. When teaching specific language skills, teachers must select those resources from the list provided which are most appropriate to the specific language skills which need to be taught. Appropriate adaptations and modifications for exceptional students studying English as a Second Language are also essential for student success. Individual Education Plans (IEP's) must be followed in order to accommodate or modify the activities for the needs of exceptional students.

## Prior Knowledge Required

Mastery of skills from English as a Second Language, Level A, Open is essential to students' success in this unit. Specifically, students must know the alphabet, have a basic vocabulary, and be able to write simple sentences, read and comprehend short passages from fiction and non-fiction texts designed or adapted for English as a Second Language, and converse face-to-face with others in a classroom setting.

## Teaching/Learning Strategies

The following teaching/learning strategies will be used during the course of this unit:
answering comprehension questions, brainstorming, charting information, class discussion, conferencing, journals, oral presentation, oral reading, Readers' Theatre and story mapping.

## Assessment/Evaluation

- Teacher-student conferences to clarify directions and instructions for students, to ensure understanding of vocabulary used, and to analyze and support student writing.
- Teacher observation to encourage student participation and to monitor student progress.
- Anecdotal comments to support understanding, to encourage participation and to promote accurate language usage.
- Anecdotal comments for error analysis to improve grammar, spelling, punctuation, and vocabulary usage.
- Rubric for final evaluation of journal writing.

## Resources

**Print:**

Azar, Betty Schrampfer. ***Understanding and Using English Grammar***, Prentice Hall (Englewood Cliffs, 1989)
Barry, James. ***Language to Go***, Nelson (Toronto, 1995)
Brown, Raymond E. ***The New Jerome Bible Handbook***, Liturgical Press (Collegeville, 1992)
Fowler, H. W.. Ed. ***The Concise Oxford Dictionary of Current English***, Clarendon Press (Oxford,1990)
Larock, Margaret H., Jacob C. Tressler, and Claude E. Lewis. ***Mastering Effective English***, Copp Clark Pittman (Toronto, 1980)
[To be used as a teacher resource only.]
McCloskey, Mary Lou, and Lydia Stack. ***Voices in Literature***, Heinle (Boston, 1993)
Martin, Dave. ***Communicating Skills***, Nelson (Scarborough, 1998)
Naber, Vera Teophil, and Savitsa Sevigny. ***A Grammar Manual for Canadian E.S.L. Students***, Prentice Hall (Scarborough, 1993)
Parnwell, E.C. ***The Canadian Oxford Picture Dictionary***, Oxford University Press (Toronto, 1997)
Wansbrough, Henry. Ed. ***The New Jerusalem Bible***, Double Day (New York, 1990)

## Activity # 1

### Title: In the Beginning

**Time:** 120 minutes

**Description**

In this unit students use oral and written language to communicate their ideas about *new beginnings* stimulated by the reading of a poem. Students demonstrate their ability to apply past experiences to interpret the meaning of a poem. Students then express their thoughts, feelings, and ideas about the poem by writing a journal passage. There will be a focus on the use of past tense and the use of simple sentence patterns.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:

- an effective communicator who listens actively and critically to understand in light of gospel values (2a);
- an effective communicator who reads, understands and use written materials effectively (2b);
- a collaborative contributor who works effectively as an interdependent team member (5a).

**Strands:** Oral and Visual Communication, Reading, Writing

**Overall Expectations:**

At the end of level B, students will:

- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- respond to a variety of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03).

**Specific Expectations:**

Students will:

- maintain face-to-face conversations on familiar topics (BOR1.01);
- listen to others and stay on topic in group discussions (BOR1.02);
- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.02);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose short paragraph containing simple and compound sentences (BWR3.01);
- use common tense and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- use a variety of simple sentence patterns in their writing (BWR3.03).

## Planning Notes

- Students can use first and second language dictionaries to assist themselves in understanding new vocabulary, but are encouraged to use context clues to determine the meaning of new words;
- Students must understand that when writing journal entries the expression of ideas is more important than correct spelling of every word and correct writing of every sentence;
- Pair students so that those with stronger English skills are paired with students who need assistance;

## Prior Knowledge Required

- the ability to write sentences using basic English vocabulary;
- ability to listen to and understand the speech of others and to respond meaningfully to others' ideas;

## Teaching/Learning Strategies

- After introducing yourself, have students introduce themselves to the rest of the class by telling their names and two or three interesting facts about themselves;
- Have students think about how they begin their day each morning. Ask students relevant questions to help them get started;
- Have students share their ideas with partners; have the partners share ideas in groups of four; and then, with the class, share and list their answers on the chalkboard.
- Read the poem "The Way to Start a Day" (Voices in Literature, pp. 9-13) twice to students. The first reading should be done without stopping, but the second reading should be used to clarify the meaning of any words or phrases students do not understand. Encourage students to use context clues to determine vocabulary meaning, and use language resources to teach vocabulary-acquisition strategies suffixes, prefixes, sound-symbol relationships, etc. to determine word meaning;
- Lead students in a discussion of the ideas presented in the poem by asking leading questions which test the students' comprehension of the poem's main ideas. Compare the poets's *new beginnings* with those listed on the chalkboard.
- With partners, have students chart the poem using the following categories: People, Country, Continent, What they did to greet the sun, and What they do now. Have students share their charts and discuss their ideas in groups of four. Encourage students to use dictionaries when necessary;
- Have students re-read poem orally with each student reading a section of the poem;
- Introduce the concept of journal writing to students by teaching that a series of simple inter-related sentences can be joined to form a paragraph and thus a journal entry.
- Model writing a journal entry with the students, providing the content from their list on the chalkboard. Use the past tense in the model as a review for students.
- Have students write journal entries responding to the poem by explaining what the poem means to them, what feelings it provokes in them, and what they found interesting about it.

## Assessment/Evaluation

1. Teacher observation of students [checklist] (BORV.04; BOR1.01,02; BREV.04; BRE2.01);
2. Anecdotal comments by teacher in students' journals (BREV.01; BWRV.01, 03; BRE1.01;BWR3.01, 02, 03)
3. Journal writing (BWRV.01, 03; BRE1.01; BWR1.01, 3.01, 02, 03). Use Rubic for Assessing Writing (Appendix A)

### Resources

1. Voices in Literature.
2. The Oxford Canadian Picture Dictionary, The Concise Oxford Dictionary.
3. Understanding and Using English Grammar, Language to Go, Communicating Skills, A Grammar Manual.

### Accommodations

1. As the activity progresses, assess students' language skill needs and then if warranted use extension exercises from Understanding and Using English Grammar, Language to Go, Communicating Skills, and A Grammar Manual at some point in the activity to teach one specific skill to students.
2. Choral reading of the poem will provide a safe way for reluctant oral readers to participate in final reading of the poem.

### Appendices

**Appendix A:** Rubric for Assessing Writing

## Activity # 2

### Title: Personal Symbols

**Time:** 240 minutes

### Description

In this activity students learn what a symbol is and then to apply that understanding of symbols to both literature and personal life. Students use symbols to express their personal identity and then communicate this to the rest of the class. Students also demonstrate their mastery of classroom routines by using effective time management skills to complete an assigned task and to interact with their peers in order to improve oral and visual communication skills. The use of descriptive language will be empasized.

### Strands and Expectations

### Ontario Catholic School Graduate Expectations:

The graduate is expected to be :

- an effective communicator who listens actively and critically to understand and learn in light of gospel values (2a);
- a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems (3c);
- a self-directed, responsible, life long learner who takes initiative and demonstrates Christian leadership (4c);
- a collaborative contributor who applies effective communication, decision-making, problem solving, time and resource management skills (5a).

**Strands:** Oral and Visual Communication, Writing, Social and Cultural Competence

**Overall Expectations**

At the end of level B, students will:

- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines (BSCV.04).
- demonstrate comprehension of key information from media works (BORV.06).

**Specific Expectations**

Students will:

- listen to others and stay on topic in group discussions (BOR1.03);
- use short sentences and phrases to tell stories, recount events, provide instructions, and give opinions (BOR1.06);
- ask others the meaning of words for clarification (BOR2.03);
- use and respond appropriately to common non-verbal signals (BOR3.01);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose short paragraph containing simple and compound sentences (BWR3.01);
- use common tense and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- use a variety of simple sentences patterns in their writing (BWR3.03);
- use time management skills to organize homework, complete assignments on time, and make up missed work (BSC2.01);
- ask questions of teachers and peers to obtain information and for clarification (BSC2.02)
- restate important information from presentations that include visual aids (BOR2.02);

## Planning Notes

- Provide a visual display of a few signs and symbols.
- Supplies (felt markers, paper, scissors, etc.) will be needed to produce the symbols;
- Some form of large template (i.e. coat of arms) might be used to help get students focused on the proper forms for their symbols;
- Continue to assess students' skill needs and use exercises from Understanding and Using English Grammar, Language to Go, Communicating Skills, and A Grammar Manual to address specific language skills needed by students.

## Prior Knowledge Required

- An understanding of the poem "The Way to Start a Day", taught in the previous activity.

## Teaching/Learning Strategies

- Begin activity by directing students' attention to the visual display of signs and symbols and brainstorm a definition of *symbol.*
- In pairs, have them make a list of symbols they see every day. Have students share their symbol ideas with the rest of the class, and explain why each one is a symbol;

- Provide students with a list of Catholic symbols in the form of pictures and have them with a partner determine why each is a symbol and explain the meaning of each symbol. Have a class sharing of the answers;
- Recall key features of "The Way to Start the Day" orally ;
- Have students make a list of some symbols from the poem with a partner. Share the lists with class. Encourage students to develop good audience skills by noting down the answers of all the groups;
- Review descriptive language forms such as adjectives and have them identify adjectives used in the poem;
- Provide students with magazines and have them select six symbols they find interesting or appealing. Students paste the symbols on pieces of paper and write two or three sentences explaining why they chose the symbols and what they mean to them. Encourage students to use adjectives in their sentences. Students are to save these symbols;
- Have students design their own symbols to represent themselves. Their personal symbols should represent five key features of their personality, include three symbolic colors, and have three images of their life before coming to Canada. Students are to draw and color their personal symbols as a title page for the pages of symbols cut out of magazines. On the backs of their symbol title pages, students write explanations of their symbols.
- Before evaluation and inclusion in work portfolio, students should present their finished product to one another as an informal oral presentation.
- Students could brainstorm in advance a checklist to use as peer evaluation for this informal sharing.

## Assessment and Evaluation

1. Teacher-student conferences as students work on their symbols (BORV.04; BSCV.04; BOR1.03, 06; 2.03; 3.01; BSC2.02)
2. Anecdotal comments on the symbols when graded by the teacher (BWR.01, 03; 02; BWR1.01; 3.01, 02, 03; BSC2.01)
3. Teacher observation of students' behaviors in class (BORV.04; BSCV.04; BOR1.03, 06; 2.03; 3.01; BSC2.01, 02)
4. Student checklist for informal oral presentation (BORV.06, BOR1.03, BOR2.02, BSCV.01, BSC2.02)

## Resources

1. Voices in Literature.
2. Understanding and Using English Grammar, Language to Go, Communicating Skills, A Grammar Manual.

## Accommodations

1. Reduce or increase the number of symbols students are expected to find and describe depending on their capabilities.
2. Use additional language structure resources in situations where students need reinforcement.
3. Have students of the same language background explain their personal symbols to each other before attempting the explanation in English. Teachers should note the differences in length of the explanations.

## Activity # 3

### Title: The Rising Sun

**Time:** 180 minutes

**Description**

This activity further introduces students to the genre of poetry and permits them to develop an understanding of classroom routines and school norms through practice of conventional learning strategies. Students apply their ability to read and comprehend language to assist them improve their understanding of the unique features of the language. After learning what makes poems unique, students apply their understanding as they respond in written form.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:

- an effective communicator who listens actively and critically to understand and learn in light of gospel values (2a);
- an effective communicator who reads, understands and uses written materials effectively (2b);
- a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills (4f);
- a collaborative contributor who works effectively as an interdependent team member (5a).

**Strands:** Oral and Visual Communication, Writing, Social and Cultural Competence

**Overall Expectations**

At the end of level B, students will:

- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- write in a variety of forms (BWRV.01);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.04);
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines (BSCV.04).

**Specific Expectations**

Students will:

- listen to others and stay on topic in group discussions (BOR1.03);
- use sentences and phrases to tell stories, recount events, provide instructions, and give opinions (BOR1.06);
- demonstrate understanding of fiction texts designed or adapted for second language learners (BRE1.01);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose short paragraph containing simple and compound sentences (BWR3.01);

- use common tense and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- use a variety of simple sentence patterns in their writing (BWR3.03);
- ask questions of teachers and peers to obtain information and for clarification (BSC2.02).

## Planning Notes

- Arrange for an audio recording of "Here Comes the Sun".
- Students should be encouraged to use context clues to determine word meaning and before using dictionaries;
- Use a series of pictures of the sun rising to augment students' imagination of a sun rise;
- The intention is not to make students memorize terms related to poetry, but instead to expose students to poetry as a form of fiction;
- Encourage each student to participate in the drawing and presenting of pictures. Some students may require magazines for pictures.

## Prior Knowledge Required

- Some experience with reading poetry as introduced in Activities 1 and 2.

## Teaching/Learning Strategies

- Begin by pointing out to students some of the features of poetry ("Learning About Literature", p. 15) and having students share with a partner examples of these features from "The Way to Start the Day";
- Have students share with a partner, one experience they have had or can imagine having watching a special sun rise. In partners, have students complete an outline (p.16) of the experience answering who, what, when, where, how, and why. Have students share outline with another partnership;
- Explain the background to the poem "Here Comes the Sun" (Voices in Literature, pp. 17-19) and then play the song for the students;
- Read the poem to students in order to clarify vocabulary and meaning. Encourage students to ask questions about what they do not understand and to look up words in the dictionary;
- Give students a series of questions about the poem which they must answer in written form. Questions should focus on poem meaning and application of ideas expressed in poem to every day life;
- Take up questions orally with students and ensure students understand poem's meaning;
- Use language resources to teach students how to use basic conjunctions [and, but, or] in their writing;
- Put students in groups of four and have them draw a detailed picture of what they imagine when they hear "Here Comes the Sun", and then have groups organize their roles before they explain their picture to the rest of the class;
- Have students write a journal entry in which they explain what the poem means to them and what new ideas about the poem they gained from seeing and hearing about other groups' pictures. Make certain students use the conjunctions taught when writing their journals.

## Assessment and Evaluation

1. Teacher-student conferences to assess students' understanding as students draw pictures (BORV.04; BREV.01; BSCV.04; BOR1.03, 06)
2. Teacher observation of students' interraction in class (BORV.04; BSCV.04; BOR1.03, 06; BSC2.02)

3. Anecdotal comments on students' journals (BREV.01, 04; BRE1.01; BWRV.01, 04; BWR1.01; BWR3.01, 02, 03)
4. Journals (see Appendix A: Rubric for Assessing Writing) (BREV.01,04; BRE1.01; BWRV.0, 04; BWR1.01; BWR3.01, 02, 03)

**Resources**

1. Voices in Literature.
2. Language to Go, A Grammar Manual, Understanding and Using English Grammar, Communicating Skills.
3. The Canadian Oxford Picture Dictionary, The Concise Oxford Dictionary.

**Accommodations**

1. Have students listen to the recording at a listening station for more intensive study or for the purpose of repetition. Be sure they have a copy of the poem available.
2. For students having difficulty writing, the use of a "buddy" system may be helpful.

**Appendices**

**Appendix A:** Rubric for Assessing Writing

## Activity # 4

### Title: Scriptural Beginnings

**Time:** 120 minutes

**Description**

Students read scriptural quotations related to *new beginnings* and then interpret the meaning of the passage as it relates to current daily life. The meaning of the quotation will be explored visually, orally, and in written form. Students may need to use their first language to express their understanding. They will be introduced to writing a personal response.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:
- an effective communicator who reads, understands and uses written materials effectively (2b);
- a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems (3c);
- a self-directed, responsible, life long learner who takes initiative and demonstrates Christian leadership (4c);
- a collaborative contributor who works effectively as an interdependent team member (5a).

**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:**

At the end of level B, students will:

- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- use appropriately some features of language that indicate different levels of formality in English (BORV.05);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03).

**Specific Expectations:**

Students will:

- determine meaning by requesting clarification and restating information when necessary (BOR1.02)
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions;
- read and respond to a variety of materials selected for study and pleasure (BOR1.06);
- use tone of voice, gestures, and other non-verbal clues to help clarify meaning when describing events, telling stories, and stating opinions (BOR1.07);
- demonstrate understanding of non-fiction texts designed or adapted for second language learners (BRE1.01);
- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.01);
- state the main idea of individual passages that contain familiar vocabulary (BRE3.03);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose a short paragraph containing simple and compound sentences (BWR3.01);
- use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- use a variety of simple sentence patterns in their writing (BWR3.03);
- use their first language when appropriate to understand and communicate (BSC2.03).

## Planning Notes

- Encourage students to use first language dictionaries when working the scriptural passages in order to support and attain accuracy of expression.
- Choose simple scriptural passages which can be understood in spite of the cultural barriers which might arise (Use The New Jerome Bible Handbook to assist with selection of passage.).
- While the activity might be difficult for students, the challenge of working with scripture is an essential skill they need to be exposed to. The sharing of scriptural passages in students' first language is a means of exposing students to the diversity of languages in Canada.
- Expect students to need a great deal of assistance with vocabulary, because most of their understanding will be in terms of past experiences with scripture in their first language.

## Prior Knowledge Required

- Students will need to have some background understanding of the Bible and the primary biblical personalities (i.e. Jesus, Noah, Moses, etc.);
- Experience reading Bible passages in religion class may make this initial experience interpreting scripture easier for students.

- Before introducing a scriptural reading, use visuals which illustrate the passage to make the text and story more accessible to students. Try to elicit the story from the students, using the visuals.

## Teaching/Learning Strategies

- Begin by having students recall what they know about the Bible. Students' answers could include famous stories, people, events, etc.
- Read a selected scriptural passage (eg. Luke 2:1-14) two or three times. While reading to students have them concentrate by closing their eyes and focusing on the passage being read;
- With a partner have students share what they think the passage is about. At the same time in conference with partnerships develop a glossary to clarify vocabulary. Have partners share their ideas in groups of four and then as a class determine the meaning of the passage.
- With the same partner, have students draw a large, detailed, and colorful picture or series of pictures of the events in the passage. Have the students caption their picture(s) with a translation of the passage in their first language(s) and a list of values presented by the story.
- Have partners present their pictures and read their first language translations and value lists to the class.
- With a different partner have students discuss how the passage relates to modern life and their own daily lives. Remind students to focus on *new beginnings* and the values presented by the passage. Have the partners share their ideas in groups of four and then bring the class together to share all their ideas. Record ideas on the chalkboard to model note-taking. Encourage students to keep a record of these ideas for future reference.
- Provide students with guided questions, the answers to which will form the basis of a personal response.
- Have students write a personal journal response which incorporates the answers to the guided questions and what they have discussed in pairs. This should include an interpretation of the passage together with their ideas, feelings, values and connections with their own lives.

## Assessment/Evaluation

1. Oral presentation - Anecdotal comments and formal evaluation (BORV.04, 05; BOR1.06, 07; BREV.04; BRE1.01, BWRV.01, 03; BWR1.01, 3.01, 02, 03; BSC2.03)
2. Observation of students' participation in class activities (BOR1.02, 06, 07; BRE2.01, 3.03)
3. Personal journal response - See Appendix A (Rubric for Assessing Writing) (BREV.04; BRE1.01, 3.03; BWRV.01, 03; BWR1.01, 3.01, 02, 03)

## Resources

1. The New Jerome Bible Handbook.
2. The New Jerusalem Bible.
3. The Canadian Oxford Picture Dictionary, The Concise Oxford Dictionary.

## Accommodations

1. If passages from The New Jerusalem Bible are too difficult for students, modify by having students use illustrated children's Bibles or scriptural passages adapted specifically for the students.

## Appendices

**Appendix A:** Rubric for Assessing Writing

## Activity # 5

### Title: Origins

**Time:** 240 minutes

**Description**

In this activity students work on a variety of fiction selections based on the theme of origins or creation stories as *new beginnings* from a variety of cultures. Through a series of cooperative activities students read and interpret the selections, and then apply key vocabulary from the stories. The activity concludes with a sight-reading test.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:

- an effective communicator who listens actively and critically to understand and learn in light of gospel values (2a);
- an effective communicator who reads, understands and use written materials effectively (2b);
- an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others (2c);
- a reflective and creative thinker who thinks reflectively and creatively to evaluate situations and solve problems (3c);
- a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving time and resource management skills (4f);
- a collaborative contributor who works effectively as an interdependent team member (5a).

**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:**

At the end of level B, students will:

- participate in conversations on familiar topics in some social situations (BORV.01);
- communicate orally using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines (BSCV.04).

**Specific Expectations:**

Students will:

- maintain face-to-face conversations on familiar topics (BOR1.01);
- determine meaning by requesting clarification and restating information when necessary (BOR1.02);
- listen to others and stay on topic in group discussions (BOR1.03);
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);

- use tone of voice, gestures, and other non-verbal clues to help clarify meaning when describing events, telling stories, and stating opinions (BOR1.07);
- ask others the meaning of words for clarification (BOR2.03);
- use and respond appropriately to common non-verbal signals (BOR3.01);
- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.01);
- state the main idea of individual passages that contain familiar vocabulary (BRE3.03);
- respond appropriately to written questions based on familiar academic content (BWR1.02);
- use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in writing (BWR3.02);
- use a variety of simple sentence patterns in their writing (BWR3.03).

## Planning Notes

- Be aware that not all students readily share information about their cultures in front of peers. Often some students do not want to discuss their cultural backgrounds. Do not force reluctant students to share, but create a classroom atmosphere where students feel secure and able to share with others;
- In each group activity, all students should participate in oral presentations.
- Supplies (chart paper, markers, etc.) are needed;
- Teacher may need some creation stories from other cultures as examples if students are unable to share stories from their own cultures.
- Prepare comprehension question on the four creation stories.

## Prior Knowledge Required

- Students need to have prior experience reading simple prose;
- Students will need basic test taking skills, such as the ability to read and follow directions, write single sentence answers.

## Teaching/Learning Strategies

- Begin the activity by initiating a discussion about the term 'creation' as a form of *new beginning*. Lead students towards the concept of creation stories as a way of expressing how societies, cultures or religions began;
- Read to students the Christian creation story (Genesis 1.1-31, 2.1-4, The New Jerusalem Bible). Have students recount story and ask questions in order to clarify their understanding. Examine values present in this biblical story;
- Tell students that all cultures have creation stories and encourage them to tell the class some creation stories from their cultures. Examine values presented in these stories. Stress with students that all stories present values;
- Divide students into four groups and assign each group one creation story. Teachers may choose one of the following stories: "The Fire Stealer" (Native North American), "Pan Ku" (Chinese), "Prometheus" (Greek), and "How the Mayans Got Fire and Fooled Their Enemies" (Mayan) (Voices in Literature, pp. 58-69). Each group must read the assigned story and prepare a short performance for the class. Students should be given some practical guidelines for this type of "Reader's Theatre". The members of each group are to determine their roles. All students should be encouraged to participate. Have students present their stories;
- Give students comprehension questions on all four stories before they watch the presentations. After the presentations, brainstorm answers to the questions. Encourage students to take notes in preparation for their homework assignment.These should be completed for homework in

order to make certain all students read and understand all four stories. Take up comprehension questions;

- Teach students to make a story map (in chart form) of the elements of a story: characters, setting, initial event, reaction to initial event, problem or goal, attempts to reach goal or solve problem, outcome, resolution, and values presented. Model this activity on the Luke (Christmas) passage studied earlier;
- Divide students into four new groups and have each group map one of the four creation stories on large chart paper. Have each group present their charts to the class;
- Conclude activity with a sight-reading test of a similar type of story in which students are tested for reading comprehension.

## Assessment/Evaluation

1. Teacher observation as students work in groups (BORV.01, 04; BOR1.01, 02, 03, 06, 2.03; BRE2.01; BSCV.04)
2. Readers' Theatre Presentation - Teacher and Peer Evaluation (BORV.04; BOR1.06, 07, 3.01; BREV.01, 04; BRE1.01, 3.03)
3. Story Map (BREV.01, 04; BRE1.01, 3.03; BWRV.03; BWR3.02, 03)
4. Sight-reading test (BREV,01, 04; BRE1.01, 2.01, 3.03; BWRV.03; BWR1.02, 3.03)

## Resources

1. Voices in Literature.
2. The New Jerusalem Bible.

## Accommodations

1. Length of prose passage and complexity of questions on sight-reading test may need to be modified for exceptional students.
2. Tape the five creation stories and provide a text version for students to follow.

# Unit # 2

## Title: Ontario and Our Community

Time: 900 minutes

**Unit Developers**

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Irene Cudini, Durham Catholic District School Board
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**Development** Date: February, 1999

## Unit Description

This unit provides students with an opportunity to become acquainted with the community and province in which they live. Students use current technologies such as the Internet and practise time management skills. The real success of this unit will be in its providing a context for each student to feel valued. Looking at social issues and community resources allows students to feel empowered as Christians, able to help themselves and others. Language skills development highlights related vocabulary, as well as verb tenses, questioning and note taking, and a variety of other grammatical and organizational structures that students will naturally encounter as they read, write, view, speak, and interact with short texts, other students, and the community directly.

## Strands and Expectations

**Ontario Catholic School Graduate Expectations:** 1d; 2b, c; 3a, f; 4a,f; 5e,g; 6c; 7e,f,g, i

**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:** BREV.01, 02, 03, 04, 05; BWRV.01, 02, 03; BORV.01, 03, 04, 06; BSCV.01, 02, 03, 04

**Specific Expectations:** BRE1.01, 02, 03, 2.01, 02, 3.01, 03, 4.01, 02; BWR1.01, 02, 2.01, 02, 03, 04, 3.01, 02, 03, 05; BOR1.01, 02, 03, 04, 06, 2.01, 02, 03, 04, 3.01, 4.01; BSC1.03, 05, 2.01, 02, 03, 04, 05.

### Activity Titles

| | | |
|---|---|---|
| Activity 1 | Ontario by Choice: How Others Came Here | 120 minutes |
| Activity 2 | How I Came Here | 60 minutes |
| Activity 3 | Social Issues in Our Community | 180 minutes |
| Activity 4 | A Trip to the Local Library | 240 minutes |
| Activity 5 | Ontario is Rural and Urban | 120 minutes |
| Activity 6 | Using the Internet | 180 minutes |

## Unit Planning Notes

Many of the resources in this unit center around the use of computers and the Internet as a tool for students. It is necessary, therefore, that students have access to computers. Teachers should, themselves, be familiar with the new technologies in order to best facilitate student learning. Many CD-Rom resources for second language learners are gradually becoming available and teachers should attempt to preview and incorporate these whenever feasible.
It is possible that some of the social issues mentioned in this unit may apply directly to some students in the classroom. Teachers should exercise caution and sensitivity while at the same time offer support and keys to resources that may be of benefit.
Excursions outside of the classroom will require appropriate permission forms which may need to be translated and some parents or guardians may need to be contacted personally to explain the rationale for the visit to the library. Every attempt should be made to ensure that all students participate in this activity.

## Prior Knowledge Required

Throughout the course of this unit, students will be expected to have achieved sufficient literacy skills from ESLAO as well as a very rudimentary understanding of democracy and some basic social issues as presented by the media. They should have some ability to pose questions and take simple, point form notes from oral responses. They should be able to recognize some familiar provincial landmarks (such as the CN Tower), although this is certainly not mandatory. Nor is it mandatory for students to have keyboarding skills or familiarity with a computer or a "mouse", although these skills too would be very useful.

## Teaching/Learning Strategies

The following teaching/learning strategies will be used during the course of this unit:
discussion in groups and whole class, journal writing, paragraph writing, letter writing, oral presentations, graphic organizers (e.g. posters, pamphlets), practise creating questions, note taking, visual stimuli for discussion and reflection, peer editing and proofreading, excursions, and use of technology.

## Assessment/Evaluation

- rubrics for evaluation of writing assignments: journals, descriptive paragraph, letters.
- pen and paper tests (vocabulary, grammar, sequencing, cloze, etc.)
- peer evaluation of oral presentations.
- informal teacher observation (i.e. student participation and interraction)
- formal evaluation of presentations, exhibitions, posters, pamphlets by individuals and/or groups.

## Resources

**Print:**

Zuern, Guenther. ***Ontario Reader 1999***. Toronto: Newcomer Communications, 1999. ISBN#0-9681725-2-0
***Canadian by Choice***. Citizenship and Immigration Canada..
***Youth Link***. Gov. of Canada: Youth Employment Strategy.
Banks, Caroline and Rowe, Tom. ***Readings in English 3***. New Jersey: Prentice-Hall Inc., 1990. ISBN#0-13-635228-6
Fowler, H.W. ***The Concise Oxford Dictionary of Current English***. Oxford: Clarendon Press, 1990.
Wansbrough, Henry. Ed. ***The New Jerusalem Bible***. New York: Doubleday, 1990.

**Internet Sites:**
www.encarta.com
www.clarington.on.ca
www.canada411.sympatico.ca
www.t-o.com
www.cbc.ca
www.ytv.com
www.hwc.ca (Health Canada)
www.theweathernetwork.com
www.statcan.ca
www.youth.gc.ca (Youth Resource Network Canada)
www.environmentcanada.ca

## Activity # 1

### Title: Ontario by Choice: How Others Came Here

**Time:** 120 minutes

**Description**

Students will enjoy sharing their own stories about how they came to be in Ontario. Through short pieces of non-fiction, they discover the stories of other Canadians as well as some facts about immigration. Teachers can use this context to introduce language acquisition skills in the areas of grammar, vocabulary building, and verb tenses. Emphasis will be placed on the sacredness and dignity of each individual's life story and the positive Christian contribution made to our province by its multicultural members.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:

- a discerning believer formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good (1d);
- an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others (2c);
- a self-directed, responsible, life long learner who demonstrates a confident and positive sense of self and respect for the dignity and welfare of others (4a);
- a responsible citizen who respects and affirms the diversity and interdependence of the world's peoples and cultures (7f).

**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:**

At the end of Level B, students will:

- participate in conversations on familiar topics in some social situations (BORV.01);
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- write in a variety of forms (BWRV.01);
- demonstrate understanding of and respect for the wide variety of cultures and languages in Canada (BSCV.01);
- demonstrate knowledge of a variety of facts about Canadian culture, geography, and history (BSCV.02).

**Specific Expectations:**

At the end of Level B, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.01);

- state the main idea of individual passages that contain familiar vocabulary (BRE3.03);
- respond appropriately to written questions based on familiar academic content (BWR1.02);
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
- ask questions of teachers and peer for clarification and to obtain information (BSC2.02);
- use school and community resources to support classroom learning (BSC2.04).

## Planning Notes

- Extra care must be taken when discussing or viewing photos which evoke painful memories for students (i.e. refugees or victims of violence and/or family separation).
- Students should also be encouraged to use bilingual dictionaries.
- Use as many visual resources as possible to support the textual history of immigration.

## Prior Knowledge Required

- Basic literacy skills from ESLAO as well as a rudimentary understanding of democracy.

## Teaching/Learning Strategies

- Start by examining briefly the history of immigration in Canada in the last century. A good textual resource for this is the Ontario Reader 1999, pp.61-66. The teacher can read aloud or have students read aloud to the class. Teachers should encourage students to ask for clarification, if necessary. Teachers should also stop periodically and pose clarification questions to the students.
- The exercises which follow in the text may be done individually or in pairs and then be taken up by asking students to share their answers and correct their work.
- A good follow-up activity is to let students choose a story from Canadian By Choice, read it, list unfamiliar words, and summarize the story briefly in writing.
- After looking up the unknown words and using them in sentences, students can incorporate some of these new words in a journal entry responding to the story they have just read, perhaps comparing or contrasting this story with their own.
- It is strongly recommended that the above activities (i.e. reading, listing vocabulary, and summarizing) be done once together as a class for the purpose of modeling. Put the model summary, jounal entry, etc. on chart paper so it can be displayed in the classroom for future reference.

## Assessment/Evaluation

1. Anecdotal comments in journal (BWRV.01; BOR1.06; BRE1.01).
2. Journal – use rubics for assessing writing (Appendix A) (BORV.04).
3. Oral evaluation/ homework checks (BREV.01; BORV.01; BSC2.02).
4. Formal evaluation of summary (BSCV.01; BRE3.03; BSCV2.04).

## Resources

1. Students' journals.
2. Canadian by Choice.
3. Ontario Reader 1999.

**Appendices**

**Appendix A:** Rubric for Assessing Writing

## Activity # 2

### Title: How I Came Here

**Time:** 120 minutes

**Description**

Through personal photos, students have an opportunity to share their own stories and feelings about the circumstances surrounding their arrival in their new home. Short story writing follows the oral sharing in class. The focus should be on our shared good fortune and hope of promise for the future. Computer skills will be introduced in the publishing of individual stories.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:

- a discerning believer formed in the Catholic faith community who develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good (1d);
- an effective communicator who listens actively and critically to understand and learn in light of gospel values (2c);
- a caring family member who values and honours the important role of the family in society (6c).

**Strands:** Oral and Visual Communication, Writing, Social and Cultural Competence

**Overall Expectations:**

At the end of Level B, students will:

- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities (BWRV.02);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- participate in conversations of familiar topics in some social situations (BORV.01);
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- demonstrate understanding of and respect for the wide variety of cultures and languages in Canada (BSCV.01)

**Specific Expectations:**

At the end of Level B, students will:

- use context and familiar vocabulary in texts to infer the meaning of new words (BRE2.01);

- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- compose a first draft of a simple composition (BWR2.02);
- use simple word-processing software to compose and edit pieces of writing (BWR2.03);
- use simple graphics software to format and embellish pieces of writing (BWR2.04);
- compose a short paragraph containing simple and compound sentences (BWR3.01);
- use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02)
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
- restate important information from presentations that include visual aids (BOR2.02);
- ask others the meaning of words for clarification (BOR2.03);
- compare and contrast the traditions and behavioral norms of a number of cultures (BSC1.03);
- ask questions of teachers and peers for clarification and to obtain information (BSC2.02);
- use their first language when appropriate to understand and communicate (BSC2.03);
- participate in some school activities, special events, sports, or clubs (BSC2.05).

## Planning Notes

- Again, attention must be paid to students whose experiences may have been extremely painful. Narrative writing may provide a therapeutic outlet for feelings and should therefore be encouraged. The option may be given to write about someone else's experiences.
- Prepare a wall chart of the writing process and highlight the parts introduced in this activity (e.g. brainstorming, rough draft, peer editing).
- Using a photo is desirable, but not necessary. Students should be invited to bring photos as would the teacher.
- Writing in the student's first language and then translating may be a helpful strategy.

## Prior Knowledge Required

- Language skills from ESLAO are presumed.

## Teaching/Learning Strategies

- A teacher can model this activity by bringing in his/her own childhood or family photograph and telling students a bit about his/her own family's multicultural heritage.
- Students should be asked to bring to school one favourite photograph of themselves or their families soon after arriving in Ontario.
- These photographs can be shared with the class by having students tell a bit about their trip and their feelings (past and/or present) about the photograph. If a photo is not available, an oral sharing of the circumstances surrounding their arrival is acceptable. This is the brainstorming stage of the writing process.
- Teachers may facilitate sharing and discussion by asking questions which are non-threatening and which attempt to find the "silver lining" in each situation.
- Students should then be directed to write a rough draft form of their experiences.
- This rough draft can then be shared with other students for the purpose of peer editing for ideas and language.
- The final draft should be as error-free as possible, and the photos can be glued to the assignment as well.

## Assessment and Evaluation

1. Oral evaluation (informal) (BREV.04; BORV.01; BSCV.01; BSC2.02; BOR2.02).

2. Narrative (see Appendix A - Rubric for Assessing Writing) (BREV.03; BWRV.03; BORV.04; BRE2.01; BWR3.01, 02).
3. Anecdotal comments for narrative (BWRV.02; BWR1.01, 2.02; BOR1.06, 2.03; BSC2.03).

**Resources**

- Students' and teachers' photos.
- CD-Rom: MECC's "Storybook Weaver Deluxe" V.1.1, 1994.

**Accommodations**

- If time allows, students may, with teacher assistance, publish their stories by using some specialized word processing software or MECC's "Storybook Weaver Deluxe".

## Activity # 3

### Title: Social Issues in Our Community

**Time:** 180 minutes

**Description**

Students read about and discuss local social issues (e.g. homelessness) as well as examine solutions and the issue of Christian responsibility for one's neighbour in need. By the end of this activity the students will not only be better informed, but also feel more empowered by a letter writing campaign.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:
- an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others (2c);
- a reflective and creative thinker who recognizes there is more grace in our world than sin and that hope is essential in facing all challenges (3a);
- a reflective and creative thinker who examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society (3f);
- a responsible citizen who witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society (7e).

**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:**

At the end of Level B, students will:
- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- write in a variety of forms (BWRV.01);

- use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities (BWRV.02);
- participate in conversations on familiar topics in some social situations (BORV.01);
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- participate in some school and community activities (BSCV.03).

**Specific Expectations:**

At the end of Level B, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second language learners (BRE1.01);
- use context and familiar vocabulary in text to infer the meaning of new words (BRE2.01);
- state the main idea of individual passages that contain familiar vocabulary (BRE3.03);
- write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance (BWR1.01);
- respond appropriately to written questions based on familiar academic content (BWR1.02);
- compose a first draft of a simple composition (BWR2.02);
- use simple word-processing software to compose and edit pieces of writing (BWR2.03);
- compose a short paragraph containing simple and compound sentences (BWR3.01);
- use a variety of simple sentence patterns in their writing (BWR3.03);
- maintain face-to-face conversations on familiar topics (BOR1.01);
- determine meaning by requesting clarification and restating information when necessary (BOR1.02);
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
- restate important information from presentations that include visual aids (BOR2.02);
- ask others the meaning of words for clarification (BOR2.03);
- communicate information about current events (BSC1.05);
- ask questions of teachers and peers for clarification and to obtain information (BSC2.02).

## Planning Notes

- Students should be allowed the use of bilingual dictionaries.
- There should also be special accommodations made for students who have suffered trauma or loss from social injustices in their home countries. As usual, putting a caring, Christian perspective on adversity is key for teachers to communicate to students.
- Select a short, non-fiction reading passage on a relevant social community issue. Prepare questions.

## Prior Knowledge Required

- Besides literacy skills from ESLAO, students should have some awareness of social issues in Canada.

## Teaching/Learning Strategies

- This activity should begin with a short non-fiction reading passage on a social issue. One could use the text Readings In English 3, p.7 which introduces the topic of homelessness by asking several discussion questions which focus on the students' own experiences. Note that the last question relates to the topic of Christian responsibility for one's neighbour.
- The teacher can read the section entitled "For Your Information" aloud to students to preface the short text which follows on p. 9 which students may read individually. Students should then

complete the exercises on page 10 either individually or in pairs. These exercises should be taken up orally in class.

- The questions found on page 11 are suited for longer responses, either written as a journal or discussed orally. According to the level of student participation or interest, teachers may use these questions for debate, intensive language study, response-style journal writing, narrative writing, etc.
- The following selection in the text ("The Good Samaritan") is a companion piece to the discussion of social ills. Once again it begins with several discussion questions to focus students on the topic at hand, and is followed by a short non-fictional text.
- Teachers should accompany this with a reading from the Bible (Luke10: 30-38) which tells the original story of the Samaritan, a character with whom some students may not be familiar.
- The same pattern of instruction may be followed with this story as with the last entitled "Homelessness". These exercises provide second language learners with the opportunity to expand language acquisition skills in the areas of comprehension, idioms and expressions, numeracy, and vocabulary development.
- Give a pen and paper test on vocabulary or language structures adapted from the exercises in the text.
- Involve the class in a letter writing activity to an MPP offering opinions, concerns, and possible solutions to some current issues. A resource for this can be found in the Ontario Reader 1999 (pp.11-2) which includes language study, addresses, and "tips" for letter writing. If the students have no experience with letter writing, model writing the letter while eliciting the content from them. Display the letter chart in the classroom.
- Students could peer edit and revise their work before publishing a final draft (perhaps using word processing software). These letters could be sent as a batch directly from the school.

## Assessment and Evaluation

1. Oral discussions: whole class and group (BREV.01; BORV.01; BRE1.01, 3.03; BOR1.01, 2.02).
2. Vocabulary test (BREV.03; BWR1.02, 3.02; BOR2.04).
3. Journals (see Appendix A - Rubric for Assessment of Writing) (BWRV.01; BRE2.01, 3.02; BWR1.01, 3.01).
4. Formal evaluation of letter to MPP (Appendix A - Rubric for Assessing Writing)(BSCV.03; BWR2.02, 2.03).

## Resources

1. Bilingual dictionaries, as supplied by students.
2. Readings in English 3.
3. The New Jerusalem Bible.
4. Ontario Reader 1999.

## Accommodations

1. Students could peer edit and revise each others' work (using word processing software) before publishing the final draft which could be sent to the MPP directly to the school.

## Appendices

**Appendix A:** Rubric for Assessing Writing

## Activity # 4

### Title: A Trip to the Local Library

**Time:** 240 minutes

**Description**

Students have an opportunity to explore the resources and technologies available for public use in their community. Teachers and the local librarians can work together to help make ESL students feel comfortable accessing information relevant and useful in daily life, not only for themselves but for their families and friends as well. Students will ask questions and receive information from people who will be new to them.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:

- an effective communicator who reads, understands and uses written materials effectively (2b);
- an effective communicator who presents information and ideas clearly and honestly and with sensitivity to others (2c);
- a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills (4a);
- a responsible citizen who respects the environment and uses resources wisely (7i).

**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:**

At the end of ESL Level B, students will:

- choose reading materials for study and personal enjoyment, with teacher guidance (BREV.02);
- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- read texts with familiar content or vocabulary, using a variety of reading strategies (BREV.04);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- participate in conversations on familiar topics in some social situations (BORV.01);
- understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used (BORV.03);
- demonstrate comprehension of key information from media works (BORV.06);
- demonstrate adaptation to school norms, key teacher expectations, and classroom routines (BSCV.04).

**Specific Expectations:**

At the end of Level B, students will:

- read and respond to a variety of materials selected for study and pleasure (BRE1.02);
- use classroom, school, and local libraries to find reading materials for study and personal enjoyment (BRE1.03);
- use vocabulary-acquisition strategies (BRE2.02);

- use a graphic organizer provided by the teacher to extract information from pre-selected texts (BRE4.02);
- respond appropriately to written questions based on familiar academic content (BWR1.02);
- generate and organize ideas for writing, using graphic organizers provided by the teacher (BWR2.01);
- use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- use a variety of simple sentence patterns in their writing (BWR3.03);
- maintain face-to-face conversations on familiar topics (BOR1.01);
- determine meaning by requesting clarification and restating information when necessary (BOR1.02);
- offer and respond to greetings, introductions, invitations, farewells, compliments, and apologies (BOR1.04);
- restate important information from presentations that include visual aids (BOR2.02);
- ask others the meaning of words for clarification (BOR2.03);
- use and respond appropriately to common non-verbal signals (BOR3.01);
- view, read, and listen to media works to obtain information and complete assigned tasks (BOR4.01);
- ask questions of teachers and peers for clarification and to obtain information (BSC2.02);
- use school and community resources to support classroom learning (BSC2.04);

## Planning Notes

- Permission forms for parents or guardians will need to be developed and in some cases may need to be translated or personal contact will have to be made. These forms will also need to include health card numbers and emergency contacts.
- Students will need to be fully briefed regarding health and safety concerns before the trip as well as rules and expectations regarding behaviour, dress, and schedule.
- If money is collected, care has to be taken that the amount is not prohibitive for some students. All students should have the opportunity to go on this excursion, regardless of means. This may require partial or full school subsidies for some cases.
- A "buddy" system may be helpful for some students who may be intimidated by the change in setting.
- The teacher should already have spoken and planned extensively with the librarian so that the librarian uses simple, yet suitable vocabulary and language structures when addressing ESL students.

## Prior Knowledge Required

Students should have some questioning and listening skills and be able to take simple, point form notes from an oral response.

## Teaching/Learning Strategies

- Teachers should spend one full period preparing students for the trip to the public library.
- Oral and listening skills should be practised as a group by modeling question and answer patterns with the whole class interacting with the teacher.
- Subsequently, students should be directed to come up with 5 questions which they can ask a partner. Topics might include: music, fashion, preferences, etc.
- They should take turns asking and answering questions, and writing point form responses to one another's answers. This should be followed by a "reporting back" session, where students have an opportunity to verify for accuracy and completeness.

- Teachers should take this opportunity for roving conferences, and encourage students to ask follow-up questions, or questions for clarification.
- All students should then be given a list of questions to which they will be responsible for getting answers the following day at the library. Teachers should thoroughly review these questions with the students to ensure accurate comprehension and adequate pronunciation.
- These questions might include the following (as examples):
  - What else can I borrow, besides a book?
  - What programs do you offer for my young brother/sister?
  - How can someone access the Internet at the library?
  - How may I take out and return materials?
  - In what languages do you have materials?
- Teachers, in insuring adequate understanding of these questions, may choose to end this class with a brief quiz or close activity. Role play the visit with the teacher acting as librarian and someone taking notes as a recorder. Students take turns asking questions, creating follow-up questions and asking questions for clarification.
- Before the trip itself, students should also be made aware of what will be done with the information collected. They should be prepared to present their information via a graphic organizer (a poster display board) which will be developed in class following the field trip.
- On the day of the field trip itself, students need one last briefing on expectations, rules, consequences, and health and safety concerns, as well as details of the assignment at the library.
- Upon arriving they should expect to be welcomed and briefed by library staff and then given a brief tour.
- After the initial presentation, students will have the opportunity to ask their pre-determined questions and copy down point form responses. Teachers may assist this process by asking questions for repetition, clarification, or follow-up, if necessary.
- Free time to roam should be provided so that students have the opportunity to browse and observe as much of the site as possible and possibly borrow materials.
- The following period will be spent working on oral presentations and visual displays.
- Visual displays should include the following: the question posed; the response; other useful information (i.e. phone numbers, dates, times, etc.); and some artistic or graphic component;
- It would be a very valuable addition to any classroom to permanently post these final products around the room so that students could access information when needed in the future.
- A thank-you letter should also be composed by the class as a follow-up.

## Assessment/Evaluation

1. Teacher observation and of oral questioning in pairs and with the librarian(s) (BREV.02; BORV.01).
2. Journal (see Appendix A - Rubric for Assessing Writing) (BREV.04; BWRV.01; BRE1.02, 1.03; BOR1.01; BSC2.02).
3. Display and oral presentation of poster (BORV.03; BSCV.03, 04; BRE3.06, 4.02; BWR2.01, 3.02; BOR1.06, 2.02, 4.01).

## Resources

1. Local librarian and any resources he/she may offer.
2. Poster paper, art supplies.
3. Students' journals.

## Accommodations

1. Follow-up activity: a journal response evaluating the field trip's effectiveness and overall enjoyment

**Appendices**

**Appendix A:** Rubric for Assessing Writing

## Activity #5

### Title: Ontario is Urban and Rural

**Time:** 120 minutes

**Description**

By reading short pieces of non-fiction and seeing photographs or pictures of famous provincial landmarks, students come to appreciate the urban and rural makeup of our province. The charm of this cosmopolitan and agrarian mix should help students feel welcome and happy to be in their adopted home. This activity can also be used by teachers to promote language development skills such as verb tense, sequencing, vocabulary, etc.

**Strands and Expectations**

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:

- a collaborative contributor who respects the rights, responsibilities and contributions of self and others (5e);
- a collaborative contributor who achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others (5g);
- a responsible citizen who respects and understands the history, cultural heritage and pluralism of today's contemporary society (7g).

**Strands:** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

**Overall Expectations:**

At the end of Level B, students will:

- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- write in a variety of forms (BWRV.01);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- participate in conversations on familiar topics in some social situations (BORV.01);
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- demonstrate understanding of and respect for the wide variety of cultures and languages in Canada (BSCV.01);

**Specific Expectations:**

At the end of ESL Level B, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
- locate information in subject-specific non-fiction sources (BRE4.01);
- respond appropriately to written questions based on familiar academic content (BWR1.02);
- use simple word-processing software to compose and edit pieces of writing (BWR2.03);
- compose a short paragraph containing simple and compound sentences (BWR3.01);
- use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing (BWR3.02);
- check spelling, using a variety of resources (BWR3.05);
- determine meaning by requesting clarification and restating information when necessary (BOR1.02);
- listen to others and stay on topic in group discussions (BOR1.03);
- ask others the meaning of words for clarification (BOR2.03);
- compare and contrast the traditions and behavioural norms of a number of cultures (BSC1.03);
- ask questions of teachers and peers for clarification and to obtain information (BSC2.02);

## Planning Notes

- Find pictures depicting the variety of lifestyles and environments in Ontario.
- Photos of local landmarks (taken by the teacher) are an excellent way to orient students to their immediate community (i.e. church, school, police station, parks, tourist attractions, etc.)
- Maps of the local community are useful. These maps might be obtained from the local Chamber of Commerce.

## Prior Knowledge Required

- Language skills from ESLAO are presumed.
- Some exposure to and knowledge of famous provincial landmarks is helpful (i.e. the CN Tower).

## Teaching/Learning Strategies

- After posting pictures and photos on a bulletin board (a "community gallery"), students can be invited to "name that place" and share their experiences of local travel.
- Teachers should then direct students to write a descriptive paragraph by choosing one of the locations in the gallery. Teachers should model paragraph writing by brainstorming with students and developing the sentences on the board with the class as a whole.
- Students should then be directed to try it out individually.
- Draft copies should be shared with a peer for editing.
- The good copy should be submitted for evaluation when it is as error-free as possible. If possible, students should publish their final drafts with the aid of word processing software.
- The Ontario Reader 1999 contains several activities which can be used to study city and country life in the province. For example, pages 5 and 7 nicely balance one another with stories about "Honest Ed's" and "MacIntosh Apples". This activity should focus attention on the type of community in which the students live.
- The language activities which follow in the text focus on sequencing, comprehension, synonyms, cloze activities, and verb tenses. These exercises should be taken up orally in class and corrected. Some of the cloze portions containing sentences should be read aloud for help with pronunciation.
- In post-reading discussion, students can share descriptions of their past places of residence, either urban or rural.
- This activity can be concluded with a pen and paper quiz or test on aspects of vocabulary or language structures which the students will use in daily life. A third selection from this text may be used as a "sight passage" to test application.

### Assessment/Evaluation

1. Writing Assignment (see Appendix A - Rubric for Assessing Writing) (BWRV.01, 02, 03; BWR2.03, 3.01; BSC1.02, 03).
2. Test/Quiz on language components (BREV.03; BORV.04, 03; BSCV.02; BRE2.02; BWR1.02, 3.02).
3. Informal assessment of participation in classroom discussion (BORV.01, 03; BSCV.01; BRE1.01, 3.02; BOR1.02, 2.02, 4.01; BSC2.02).

### Resources

- Students' writing journals.
- Ontario Reader 1999.
- Photos and pictures of local and provincial landmarks.
- Maps of local community.

### Appendices

**Appendix A:** Rubric for Assessing Writing

## Activity # 6

### Title: Using the Internet

**Time:** 180 minutes

### Description

ESL students at all stages of language development should have access to and use of the Internet. It is an invaluable source of information and resources for daily living. Attempts to acclimatize students to their new home should include instruction and exposure to new technologies. In this activity, students learn about the basics of Internet use and accessing useful information with guidance and support from the classroom teacher. They also share information in a dynamic "sales pitch" to their classmates.

### Strands and Expectations

**Ontario Catholic School Graduate Expectations:**

The graduate is expected to be:

- an effective communicator who reads, understands and uses written materials effectively (2b);
- a reflective and creative thinker who examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society (3f);
- a self-directed, responsible, life long learner who applies effective communication, decision-making, problem-solving, time and resource management skills (4f);

**Strands:** Oral and Visual Communication, Writing, and Social and Cultural Competence

**Overall Expectations:**

At the end of Level B, students will:

- respond to a range of short fiction and non-fiction texts, using a variety of strategies (BREV.01);
- demonstrate knowledge of English vocabulary related to classroom studies (BREV.03);
- choose appropriate resources from pre-selected materials for use in teacher-directed assignments (BREV.05);
- use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities (BWRV.02);
- use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written work (BWRV.03);
- understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used (BORV.03);
- communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency (BORV.04);
- demonstrate comprehension of key information from media works (BORV.06);

**Specific Expectations:**

At the end of Level B, students will:

- demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners (BRE1.01);
- extract information from specific features of text (BRE3.01);
- respond appropriately to written questions based on familiar academic content (BWR1.02);
- generate and organize ideas for writing, using graphic organizers provided by the teacher (BWR2.01);
- determine meaning by requesting clarification and restating information when necessary (BOR1.02);
- listen to others and stay on topic in group discussions (BOR1.03);
- use short sentences and phrases to tell stories, recount events, provide directions or instructions, and give opinions (BOR1.06);
- use, in simple contexts, some key vocabulary learned in other subject areas (BOR2.01);
- ask others the meaning of words for clarification (BOR2.03);
- view, read, and listen to media works to obtain information and complete assigned tasks (BOR4.01);
- communicate information about current events (BSC1.05);
- use time-management skills to organize homework, complete assignments on time, and make up missed work (BSC2.01);
- ask questions of teachers and peers for clarification and to obtain information (BSC2.02);
- use school and community resources to support classroom learning (BSC2.04).

## Planning Notes

- Teachers must be familiar with computers and the Internet or find others in the school willing to help students with tasks in this activity.
- Teachers should have a list of useful Internet sites;
- Students should have easy access to computers and the Internet, preferably in their own classroom.
- Teachers may have to do a significant amount of preparation for this activity so that the students are easily able to complete the assigned tasks.

## Prior Knowledge Required

- A rudimentary understanding or familiarity with computers, keyboarding, and using a mouse is preferable, but should not be assumed. Teachers should be prepared to start with the "on" button, but never underestimate the usefulness of peer help.

## Teaching/Learning Strategies

- Introduce students to the computer and some of the related vocabulary. An excellent place to begin what may initially appear a daunting task is page 43 of the Ontario Reader 1999 where many computer related words are explained. Students and teachers should read this selection, complete the exercises, and take them up carefully.
- The following page in the textbook contains "useful web sites" which can also be used for the "project" portion of the activity.
- The teacher must demonstrate slowly and carefully how to access a web site to find information (e.g. www.theweathernetwork.com).
- Students should be given the opportunity to observe and try this process, which may have to be repeated several times.
- It should be pointed out to students the vast amount of information available, and specific information about the community should be highlighted. Socratic questioning techniques will help assure the teacher that the students are correctly interpreting what they see on the screen.
- After this modeling exercise, teachers should break the class into groups and provide each group with a "site" to visit. Examples are found in the "resources" section at the end of this activity. Local sites are an excellent idea.
- The class will be instructed by the teacher regarding the details of the "project" they are meant to assemble. This will include gathering data (research) on types of information available, who might benefit most from this information, and other interesting things that students learn while visiting their assigned site.
- After gathering this information from the Internet, each group will be assigned the task of creating a "pamphlet" for the class which promotes their assigned web site. They should put information into sentence form and add graphics or pictures to enhance their final product.
- The oral presentation should be enthusiastic and "promotional" in nature. The students are "salespeople", selling the benefits and information to their "audience", their classmates.
- At least two periods should be devoted to research and putting this presentation together, during which time the teacher should regularly hold roving conferences with students, and informally assess participation of all members in the groups.
- This information, once presented, should be posted around the classroom for later reference since it could be useful in the daily lives of ESL students.
- After the presentations have been completed, students should be given peer feedback forms for the purpose of peer evaluation. These should be reviewed thoroughly in advance by the teacher so that students are fully aware of the criteria for evaluation.

## Assessment and Evaluation

1. Formal and informal observation and evaluation of student participation (BREV.01; BWRV.03; BORV.03; BSCV.02).
2. Presentation evaluation by peers (BORV.04, 06; BOR2.02, 4.01).
3. Pamphlet evaluation (BRE3.01, 4.01; BOR1.06).
4. Test/quiz on computer terminology and instructions for use (BREV.03; BWR1.02).

## Resources

1. Ontario Reader 1999.

2. Youth Link.
3. Internet sites: www.encarta.com ; www.clarington.on.ca; www.canada411.sympatico.ca; www.t-o.com; www.cbc.ca; www.ytv.com; www.hwc.ca (Health Canada); www.statcan.ca (Statscan); www.youth.gc.ca (Youth Resource Network Canada); www.environmentcanada.ca

## Appendices

**Appendix A:** Rubric for Assessing Writing

# Unit 3: Celebrations

**Time:** 20 hours

**Unit Developer(s)**

Jamie Finan, Durham Catholic District School Board
Christina Maschas-Hammond, Peterborough, Victoria, Northumberland, Clarington Catholic District School Board
Mary Adelle Patterson, Durham Catholic District School Board

**Development Date:** May-August 1999

## Unit Description

Celebrations are essential to every cultural group. Students recognize and value the multitude of customs and traditions that make Canada a rich and diverse community of God. Studying the celebrations of various cultural groups and the celebrations of faith within these cultures permits students to expand their communicative competence, compare and contrast traditions of different cultures, and further explore their social and cultural place in Canadian society. By sharing their own customs and traditions, as well as learning those of Canada, students contribute to and learn about Canadian multiculturalism. By organizing and participating in different celebrations of culture and faith, which include their families and friends, students become caring members of their families, schools, parishes, and the wider Canadian community.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1b, d; 5c; 7c, d, f, g, j.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV .01, 02; BREV .01, .05; BWRV .01, .02, .03; BSCV .01, .02, .03.
**Specific Expectations:** BOR 1.01, .03, .04, 2.02, 3.02, .03; BRE 1.01, .02, 3.01, .05, 4.01; BWR 1.01, 2.01, .03, .04, 3.05; BSC 1.03, .04, 2.02, .03, .04, .05.

## Activity Titles

| | | |
|---|---|---|
| Activity 1 | Canada: Celebrating Our New Home | 300 minutes |
| Activity 2 | Celebrating Our Catholic Identity | 300 minutes |
| Activity 3 | Celebrating Our Catholic Journey | 225 minutes |
| Activity 4 | Celebrating Our Cultural Identities | 150 minutes |
| Activity 5 | Celebrating Yesterday, Today, and Tomorrow | 225 minutes |

## Unit Planning Notes

There is the flexibility built into this unit to study a variety of celebrations and ethnocultural holidays. Teachers investigate the cultural composition of the class and incorporate activities that reflect the student's identity. Activities are planned based on the cultural composition of the class. Students are permitted to use bilingual dictionaries and electronic translators to incorporate their first language into reading and writing activities as well as to supplement their language understanding. Teachers assist students of differing faith traditions to understand the gospel values and scripture passages throughout this unit. Teachers review the bibliography prior to beginning this unit to ensure the suggested resources are available or find a suitable substitute for study. A variety of activities completed by the students are added to the celebration unit portfolio, which can be assessed at various stages throughout the unit. Teachers refer to Individual Education Plans and modify unit activities and expectations to accommodate these students' needs. Teachers may access the web site listed in the course overview planning notes and download some prepared graphic organizers to support the Teaching/Learning Strategies.

## Prior Knowledge Required

Achievement of the expectations from ESLAO is necessary to succeed in this unit. Students have developed strategies in reading in order to decode, comprehend, express main idea, and locate information. Students are able to write a variety of sentences and short passages using simple verb tenses and using a variety of dictionaries to assist with vocabulary meaning and spelling. Students are able to seek information using a variety of sources such as: human resources, Internet, print and media resources. Students would benefit from some familiarity with cultural customs and celebrations from their country of origin.

## Teaching/Learning Strategies

Teaching/learning strategies to be used in this unit include: brainstorming, collaborative /co-operative games, reporting, guest speakers, video clips, class discussions, journal writing, a variety of writing activities applying stages of the writing process, think/pair/share activities, conferencing, and simple research activities.

## Assessment/ Evaluation

- teacher-student conference to clarify directions and instructions for students
- teacher observation to encourage student participation and to monitor student progress
- rubric for final evaluation of work
- anecdotal comments to support understanding, to encourage participation, and to promote accurate language usage
- anecdotal comments for error analysis to further develop grammar, spelling, punctuation, and vocabulary usage

## Resources

Print


Barry, J. *Language To Go.* Toronto: Nelson Canada, 1995.

Canadian Bible Society. *Good News Bible: Today's English Version.* Toronto: Canadian Conference of Catholic Bishops, 1996.

Dumoulin, B. and S. Sikundar. *Celebrating Our Cultures.* Markham: Pembroke Publishers, 1998.

Fowler, H.W. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.

Langevin, D. *When's The Next Holiday?* Toronto: Canadian Resources for ESL, 1996.

Liebman, Daniel. *Canadian Dictionary for English Learners.* Toronto: Addison-Wesley, 1987.

Martin, D. *Communicating Skills.* Toronto: Nelson, 1998.

Myers, M. *Teaching to Diversity.* Toronto: Irwin Publishing, 1993.

O'Malley, J.M. and L. Pierce. *Authentic Assessment for English Language Learners.* Toronto: Addison-Wesley Publishing Co., 1996.

Sivell, J. *Canada From Eh to Zed.* Toronto: Canadian Resources for ESL, 1994.

Walter, T. *Amazing English.* Toronto: Addison-Wesley Publishing Co., 1996.

Wansbrough, H. *The New Jerusalem Bible.* New York: Doubleday, 1990.

## Activity 1: Canada: Celebrating Our New Home

**Time:** 300 minutes

### Description

In this activity students use oral, visual, and written language to learn about various celebrations particular to our Canadian culture. Through a variety of learning experiences students celebrate language. They expand their vocabulary bank, becoming familiar with vocabulary and concepts relating to this activity theme. Students further develop skills in oral fluency. This activity increases student awareness of the many components of Canadian celebrations. The language foci of this activity are use of proper nouns and pronouns; questioning techniques, both oral and written; and reinforcing the use of present and past verb tenses.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** 5c; 7f, g.
**Strand(s):** Oral Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV .01; BREV .01; BWRV .01, .02; BSCV .02.
**Specific Expectations:** BOR 1.03; BWR 1.01❖, 2.01❖; BRE 1.01, 02, 4.01❖; BSC 2.02❖, .05.

### Planning Notes

- Students may use first language dictionaries to assist and support in understanding new and unfamiliar vocabulary.
- Provide necessary supplies for students to complete the illustration.
- Teachers collect a variety of readings, by either developing their own or adapting prepared readings, on various Canadian holidays that would be appropriate for ESLBO students.
- Save and collect calendars, pictures, postcards, and magazines with visuals to support vocabulary development.
- Teachers prepare graphic organizers to support teaching learning strategies in this unit or browse the Durham Catholic District School Board web site for prepared graphic organizers.
  Let's Celebrate: This graphic organizer includes the following categories: the date, symbols, decorations, season and weather at the time of the celebration, the reason for celebrating, food and customs related to the celebration, and new vocabulary linked to the celebration.
  Let's Party: This graphic organizer includes the following categories: the name, date, season, symbols, decorations, music, food, why and how the celebration takes place.

### Prior Knowledge Required

- achievement of the expectations from ESLAO
- some familiarity with completing graphic organizers

### Teaching/Learning Strategies

1. Teachers begin this activity by initiating a discussion about the word *celebration* as a form of joy and festivities. Students share meaningful celebrations in their lives. These celebrations may reflect personal celebrations, religious celebrations, and/or cultural celebrations.
2. Students illustrate a meaningful celebration in their lives and share the illustrations with the class. Ensure a secure, welcoming environment for student presentations. Display illustrations around the classroom. Students use these illustrations as a component of their portfolio to be completed in this unit.

3. Teachers introduce the students to four uniquely Canadian celebrations. Focus on one celebration at a time, completing activities individually for each celebration. The celebrations selected are open to the choice of the teacher, depending on the time of year, availability of resources, and personal preference. Some suggested Canadian celebrations are: Canada Day, Remembrance Day, Thanksgiving Day, Flag Day (Feb.15), Lord Simcoe Day (Civic Holiday), Labour Day, Victoria Day, or Heritage Day.
4. Teachers introduce and develop vocabulary specific to the selected celebrations. Visuals may be used to support vocabulary development. Activities such as word searches, scrambled word puzzles, word cloze activities, crossword puzzles, and/or matching words with meaning enhance vocabulary development. Some examples may be found in the suggested resources listed for this activity.
5. Provide students with a selected reading for each Canadian celebration studied. If Canada Day is a selected celebration, the reading from *When's The Next Holiday? p141-142* may be used. Teachers read the selection to students, once for enjoyment, again for understanding. Teachers pose questions during second reading to determine understanding and encourage students to ask questions for clarification.
6. Teachers use a graphic organizer, Let's Celebrate, with students to organize information for each Canadian celebration studied. This may be completed individually or in pairs. Students are to use printed resources and shared readings to research each holiday and complete the task. For best results, teacher modelling of the activity is encouraged. This graphic organizer may be used for each of the four celebrations studied. Upon completion of the task, peer review, and pair/sharing, the students file the graphic organizers in their personal celebration portfolio.
7. Upon completion of the study of all celebrations, students reflect about one of the celebrations studied in their personal journal.
8. To conclude this activity, students work in pairs or small groups to plan a festive celebration for the class. Each group of students is responsible for one component of the class celebration (e.g., music, food). The graphic organizer, Let's Party, assists students in planning. Each group is responsible for developing a brief outline. The students plan, prepare, and celebrate.

## Assessment /Evaluation

- teacher observation and informal/anecdotal assessment of in-class participation
- journal assessment using the checklist, Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing
- formative assessment of portfolio with anecdotal comments assessing student work and participation
- summative assessment of planned celebration using the rubric (Appendix 6.2 - Rubric for Assessing Research Project)

## Resources

Fowler, H.W. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.

Langevin, D. *When's The Next Holiday? Canadian Celebrations.* Toronto: Canadian Resources for ESL, 1996.

Lewicki, K. *Thanksgiving Day In Canada.* Toronto: Napoleon Publishing, 1993.

Martin, D. *Communicating Skills.* Toronto: ITP Nelson, 1998.

## Accommodations

- Students experiencing difficulty with language acquisition should be paired with linguistically stronger students for the co-operative activities.
- Students experiencing difficulty with writing may require modelling from teacher; scribing or, a modified cloze piece.

### Appendices
Appendix 6.2 - Rubric for Assessing Research Project
Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing

## Activity 2: Celebrating Our Catholic Identity
**Time:** 300 minutes

### Description
In this activity students explore the concept of celebration through the lens of the Catholic Church. The focus is preparation for a culminating liturgy, which incorporates values and beliefs associated with the teachings found in Catholic celebrations. Students' knowledge and skills in oral, visual, and written communication continue to develop using graphic organizers. This activity further familiarizes students with related scripture passages. Students illustrate their understanding of the Catholic celebrations through the writing of a children's book relating to Advent and by planning and participating in a Lenten liturgy, celebrating forgiveness. Teachers may choose to complete these activities at the time of year that corresponds to the church calendar. The language foci for this activity are sentence structure and proper use of nouns and pronouns.

### Strand(s) and Expectations
**Ontario Catholic School Graduate Expectations:** 1d; 7c, g.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV .02; BREV .05; BWRV .03; BSCV .03
**Specific Expectations:** BOR 1.03, 2.02❖; BWR 2.01❖; BRE 1.01, .02❖, 3.01❖; BSC 2.03❖, 2.04❖.

### Planning Notes
- Make first language dictionaries available (class copies or personal copies) to assist and support in the understanding of new and unfamiliar vocabulary.
- Make a number of magazines, pictures, calendars, newspapers, etc. available for students to use for visual displays.
- Develop the story of the Birth of Jesus Christ using sentence strips (one sentence per strip of paper).
- Gather materials having a variety of textures, (e.g. felt, corduroy, sandpaper, silk, satin, cotton, foil, wax paper, denim, wool, jute, and burlap).
- Provide students with glue, scissors, and construction paper.
- Reserve chapel for liturgy.
- Paraphrase scripture readings as needed. Provide written copies for students to follow.
- Prepare graphic organizers to support Teaching/Learning Strategies in this unit or browse the Durham Catholic District School Board web site for prepared graphic organizers such as:
  Waiting: This graphic organizer focusses on the language concept of sentence structures, specifically subject/verb agreement. It provides sentence stems to be completed with a personal thought and wish. Sentences include past, present, and future tenses.
  New Beginnings-Media Review: This graphic organizer is designed for students to review the content of a video. Emphasis is placed on the main idea, the characters, setting, new vocabulary, and likes and dislikes.
  Prayer Patch: This graphic organizer provides students with a framework for writing prayers of the faithful.

## Prior Knowledge Required

- achievement of expectations at the ESLAO level
- familiarity with completing graphic organizers

## Teaching/Learning Strategies

**The Season of Advent**

1. Initiate a discussion about Advent celebrations, focussing on the idea of a time of waiting and anticipation.
2. Using visual cues, introduce and develop new vocabulary related to Advent.
3. Share a personal experience relating the idea of waiting to the students.
4. Read a scripture passage to students which reflects the message of Advent as a time of waiting and anticipation (e.g., Luke 3:10-11,14-16, Luke 2:4-7, Songs of Songs 2:11-13), then discuss with the students.
5. In small groups, students are to complete a collage of pictures with labels representing things for which they have waited or continue to wait.
6. Students share their collage orally with the large group.
7. Students complete the graphic organizer *Waiting*. This organizer provides students with sentence stems to be completed with personal thoughts and wishes. A variety of sentences should be included, which reflect past, present, and future verb tenses. If necessary, support this activity with some language exercises that reinforce the concept of verb tenses and subject/verb agreement.
8. Students place completed graphic organizer in their celebration portfolio.
9. To begin this next activity, inform students that today the class is creating a book that may be shared with younger siblings, an elementary school, or daycare centre.
10. To develop vocabulary through tactile experiences, have a variety of materials and textures available (e.g., felt, corduroy, sandpaper, silk, satin, cotton, foil, wax paper, denim, wool, jute or burlap).
11. Place one article in a bag; students reach in the bag and describe verbally what they feel. Continue this process with a variety of objects, having the students describe the tactile sensation of the texture of each object.
12. Student responses may be recorded on the board or on chart paper to build the written and spoken vocabulary for this activity.
13. Read the story of the Birth of Jesus Christ and further develop the idea of waiting. Relate this story to some of the personal thoughts the students shared when they completed the activity on past and present tense verbs and the idea of waiting.
14. Using the story shared, discuss the structure of a story with a focus on beginning, middle, and end.
15. Randomly hand out sentence strips (created from the story shared on the Birth of Christ) and ask students to arrange themselves in the proper story sequence using the sentence strips as the organizer. Students read the sentences aloud to reinforce the story content, structure, and sequence.
16. Students then take their sentence strip and copy it onto a piece of 11x14 paper.
17. Using the materials from the tactile activity, students create illustrations to support the meaning of their sentence (e.g., foil which is cold and smooth may represent stars or the night sky; sandpaper which is rough and scratchy may represent the ground in the desert or animal coverings.)
18. Students re-read their sentence in the proper order to create the completed class book.
19. Bind each completed page to create the student's storybook on the Birth of Jesus Christ.

**The Season of Lent**

1. Introduce this topic with a video, which reflects the theme of forgiveness and new beginnings, e.g., *Pardon and Peace.*
2. Using the graphic organizer, *New Beginnings-Media Review,* students complete a review.
3. As a class, plan a liturgy, celebrating the theme of forgiveness (suggested readings Luke 17:3-4, Colossians 3:12-13)

4. In preparation of the prayers of the faithful have students write prayers. The graphic organizer *Prayer Patch* allows students to complete personal statements as prayers of the faithful. Provide them with sentence stem, (e.g., I forgive _____because....). Students must write a prayer focussing on each of the following areas: family, friends, school, and church.
5. Each student reads one of his or her prayers of the faithful at the liturgy.
6. When planning is complete, celebrate the liturgy.

## Assessment/Evaluation

- teacher observation and informal/anecdotal assessment of in-class participation.
- formative assessment of portfolio with anecdotal comments assessing student work and participation.
- assessment of in-class presentation of the collage using Oral Presentation-Teacher/Peer Checklist Assessment (Appendix 4.2)
- assessment of the collage completed using The Rubric Assessment of a Collage (Appendix 1.1 ESLCO)
- teacher observation and anecdotal comments of preparation and presentation of the class written book.

## Resources

### Print


Barry, J. *Language to Go.* Toronto: Nelson Canada, 1995.

Canadian Bible Society. *Good News Bible: Today's English Version.* Toronto: Canadian Conference of Catholic Bishops, 1996.

Edwards, P.J. *Catechizing and Liturgical Symbols.* San Jose, California: Resource Publications Inc., 1997.

Fowler, H.W. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.

Hilliard, D. and B. Valenti-Hilliard. *Come & Celebrate.* Menlo Park California: International Committee on English in the Liturgy Inc., 1985.

Kelly, F. *50 Children's Liturgyies for All Occasions* Dublin: The Columbia Press, 1992.

Lee, S. *Joyous Days.* Minneapolis, Minnesota: Winston Press Inc., 1984.

Pelfrey, W. *Celebrate the Bible.* Illinois: Shining Star Publications, 1988.

Wansbrough, H. *The New Jerusalem Bible.* New York: Doubleday, 1990.

Wlodarski, M. *"Jesus Is Born"* in *Jesus Lives.* (p.11-14). St. Anthony Messenger Press, 1995.


### Videos


*Pardon and Peace,* Franciscan Communications, Los Angeles, California.


## Accommodations

- Students experiencing difficulty should be paired with linguistically stronger students for the co-operative activities.
- Students experiencing difficulty with writing may require modelling from teacher.
- Students who have not developed the confidence to speak in English may speak in their first language during the liturgy.
- Due to the difficulty of the language in which scripture is written; it may be necessary to read passages several times for students to acquire meaning of passage. Also the discussions around scripture may require more teacher prompting than expected to support the comprehension of the content.

### Appendices
Appendix 4.2 - Oral Presentation - Teacher/Peer Checklist Assessment
Appendix 1.1 - (ESLCO) - Rubric for Assessing a Collage

## Activity 3: Celebrating Our Catholic Journey
**Time:** 225 minutes

### Description
This activity provides students with an introduction to the Seven Sacraments. As this is the main theme in the Grade 10 religion program, this activity provides the students with some of the vocabulary and teachings necessary to bridge the transition into this program. All sacraments are introduced but the primary foci are the sacraments the students have experienced on their life journey so far. Oral, written, and visual skills are further developed through this activity. Language development focusses on vocabulary, present and past verb tenses, sentence structure, and organizational structures that students naturally encounter as they complete the various reading and writing activities.

### Strand(s) and Expectations
**Ontario Catholic Graduate Expectations:** 1b, 1d; 7c, d.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.01; BWRV.01, .03; BREV.01, BSCV.03.
**Specific Expectations:** BOR1.04❖, .03; BWR1.01, 2.01, 2.03❖, 2.04❖; BRE1.01, 3.05❖, 4.01; BSC1.03❖, 2.05❖.

### Planning Notes
- Gather and collect visual supports to assist in the teaching of the Seven Sacraments.
- Prepare an activity for the students matching the new vocabulary studied to the meaning of each word.
- Reserve time in the computer lab and where necessary, arrange for peer tutors to assist with the use of computer programs.
- Prepare graphic organizers to support Teaching/Learning Strategies in this unit or browse the Durham Catholic District School Board web site for prepared graphic organizers such as:
  *Name Bingo:* This graphic organizer provides the framework for students to acquire information about their peers that relates names to personal traits (e.g., find someone wearing glasses)

### Prior Knowledge Required
- Achievement of expectations at the ESLAO level is required.
- Some knowledge of computer use would be beneficial but not necessary.

### Teaching/Learning Strategies
1. To begin this activity, present the Seven Sacraments to the class using visual representations (e.g., pictures, photos, and drawings). This draws upon students' familiarity of sacraments in their first language and culture.
2. Introduce vocabulary related to the study of the Sacraments, focussing on the name of each Sacrament, its pronunciation, and meaning. Refer to the graphic organizer from ESLCO, Appendix C to support the acquisition of new vocabulary.
3. To reinforce the acquisition of Sacramental vocabulary, have the students complete an activity of matching the words to the correct meaning.

4. Begin with the study of Baptism. The Sacrament of Baptism is the Sacrament of new life in which we are called by name. Co-operatively, students complete an activity which develops this idea.
5. Students participate in an activity, which allows them to acquire names as answers to designated questions. The graphic organizer, Name Bingo, provides the framework for this activity.
6. Read the scripture passage to the class, Matthew 3:13-17, The Baptism of Jesus. Lead students in a discussion about the symbols of Baptism (i.e., water, cleansing, names, oil, and candles) as visual signs of the Sacrament. Illustrate the symbols on the board with an explanation of each.
7. Students complete a journal entry entitled " My Name" in which each student shares the meaning and significance of their first and last name. Students are directed and encouraged to describe the meaning of their name.
8. Present the Sacrament of Confirmation to the students and develop the meaning of Confirmation as the Sacrament of maturity. Through class discussion, teachers present the image of this Sacrament as the journey into adulthood. The concept of moving is developed based on some personal experiences of the students. Discuss the visual signs of this Sacrament, (i.e., flame, laying of hands, the Holy Spirit). Add these symbols to the visual list of symbols started for the Sacrament of Baptism.
9. Focus discussion on characteristics of adults (by comparing and contrasting characteristics of children's actions versus adult actions). Compose, co-operatively with the class, a comparative chart to visually demonstrate the differences and similarities of these actions.
10. Students complete a journal entry entitled "Maturity Is....". Refer the students to the list of characteristics of adults to support their writing and development of this topic in their journal. Journal entries may be assessed using Appendix 6.3.
11. The Sacrament of Marriage is presented as the Sacrament of promise. Teachers read the scripture passage to the class, John 2:1-11 - The Wedding at Cana.
12. Ask students to share some of the customs and traditions from their personal culture related to the celebration of marriage. Teachers make a list on the board to compare and contrast Canadian marriage ceremonies to those shared by the students.
13. In the presentation of the remaining four sacraments, develop only the symbolic representation of each sacrament and the vocabulary linked to each.
14. Possible scripture readings for each of these sacraments are, Reconciliation-Luke 5:1-7, Eucharist - Matthew 26:26-30, Holy Orders-Luke 5:1-11, and Sacrament of the Sick-Mark 2:1-12.
15. Introduce the language function of greetings, invitations, and thank you, reviewing the oral language of formal and casual introductions and farewells.
16. The class is divided into pairs, developing and practising oral communication skills in introducing, inviting, and thanking. Encourage pair/share for this activity. Students circulate within class to share with a variety of individuals.
17. Students select one of the following possible topics to create a greeting card, using computer graphics to enhance the card. Students use desktop publishing programs to assist with the design of the card. Possible topics may be:
    - Make a get-well card for a senior who is in a nursing home,
    - Design a thank-you card for a gift you have received, reflecting thank you in a variety of languages,
    - Create a card expressing an apology to a special friend,
    - Make a card that congratulates a person on his/her successful achievement,
    - Design an invitation that invites your family to share in a special feast with you,
18. To extend this activity, students may take the completed card to the appropriate person (e.g., visit a nursing home and present the get-well card to a resident). Students can apply skill of greeting and farewell if they make these visits.

### Assessment/Evaluation

- teacher observation and informal/anecdotal assessment of in-class participation.
- formative assessment of activities completed that can be added to portfolio, with anecdotal comments assessing student work and participation.
- journal assessment using the checklist, (Appendix 6.3-Formative Assessment Checklist-Personal Journal Writing).
- anecdotal comments and assessment of word-processing and creativity of the assignments of creating a greeting card.

### Resources

DeAngelis, W. *Seven Sacrament Workshops.* Mystic, Connecticut: Twenty-third Publications, 1989.

Kelly, F. *50 Children's Liturgies for All Occasions.* Dublin: The Columbia Press, 1992.

Stoutzenberger, J. *Celebrating Sacraments.* Winona, Minnesota: Christian Brothers Publication, 1984.

Wansbrough, H. *The New Jerusalem Bible.* New York: Doubleday, 1990.

### Accommodations

- Students experiencing difficulty should be paired with linguistically stronger students for the co-operative activities.
- Students experiencing difficulty with writing may require modelling from teacher.

### Appendices

Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing
Appendix C ESLCO - Vocabulary

## Activity 4: Celebrating Our Cultural Identities

**Time:** 150 minutes

### Description

This activity provides students the opportunity to share and explore cultural celebrations from around the world. The celebration of a New Year is the focus of multicultural celebrations in this activity. The students explore customs and traditions associated with this universal holiday. Students' skills in English, particularly oral, visual, and written communication, continue to be enhanced through participation in this activity. The language foci for this activity are plural and possessive nouns, writing questions, writing lists using correct punctuation, and use of past and future tenses.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** 5c; 7g.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BOR .01; BWRV .01; BREV .05; BSCV .01.
**Specific Expectations:** BOR 1.01❖, 3.02; BWR 2.01, .02; BRE 3.05❖, 4.01❖; BSC 1.03❖, 1.04❖, 2.04.

### Planning Notes

- Gather and collect visual supports, (e.g., photos, magazines, newspaper articles, pictures, calendars) reflecting the vocabulary and meaning of the New Year.
- Collect a variety of noisemakers to display in class and use for vocabulary development.

- Have copies of the Chinese Zodiac calendar with clear visual and high interest/low vocabulary descriptions (a large colour wall chart would be beneficial but not necessary).
- Provide access to the Internet.
- Arrange with students, school staff, parent community to bring in artifacts used in celebrating the New Year to display in class.
- Prepare graphic organizers to support Teaching/Learning Strategies in this unit or browse the Durham Catholic District School Board web site for prepared graphic organizers.
  *Looking Ahead:* This graphic organizer provides the framework for developing a comparative list of ideas reflecting past and future events.

### Prior Knowledge Required

- achievement of expectations from ESLAO
- familiarity with completing graphic organizers
- some familiarity with using the Internet

### Teaching/Learning Strategies

1. To begin this activity, lead students in a discussion and introduce the celebration of the New Year as beginning, looking ahead, making changes, restarting, and making commitment. Support the development of this theme with visuals and short reading passages of high interest and low vocabulary, (e.g., *The Ontario Reader,* 1997,1998,1999).
2. Write New Year's Day on the board and have the students relate as many words as possible from these words. Students share their lists of words with the class. To extend this activity, have students use five of their words in a sentence. To support the language focus of this activity, have students write a question with five new words.
3. To develop the vocabulary, display as many samples of possible noisemakers that you can collect. The students try the noisemakers, then describe the sound. Teachers develop a chart on the board with the name of the noisemaker; the plural form of the noun and several words to describe the sound the noisemaker makes (e.g., bells, clangers, clappers, whistle, etc.).
4. Students may complete a language activity to reinforce the grammatical focus of plural nouns. Introduce the concept and rules of possessive nouns. Students complete some activities to reinforce these language skills.
5. Co-operatively with students, create a list of two categories: 'Good things that happened last year' and 'Good things I hope will happen this year'. Emphasis should be placed on the past and future tenses when completing this activity. The graphic organizer, *Looking Ahead,* provides the framework this activity.
6. Review with students the format for asking questions. If skills require further reinforcement, have students complete a language skill activity to support concept. Model questioning techniques and set up role-play experiences for students to practise asking questions.
7. Co-operatively develop a list of interview questions focussing on the cultural celebrations of the New Year. Review the concept of questioning based on the 5 W's. Examples of questions may be:
   - When is the New Year celebrated in your culture?
   - What are some foods that you eat on New Year's Day?
   - What are some symbols that represent the New Year in your culture?
   - Who do you celebrate New Year's Day with?
   - What are some traditions related to New Year's in your culture?
   - How do you pronounce New Year's Day in your first language?
8. Students then develop their own questionnaire and interview classmates.

9. Using the data gathered, each student writes a one-page report comparing and contrasting New Year's Day from one country around the world to the Canadian celebration. The writing process is applied to this activity (e.g., brainstorm, write rough draft, edit and produce final copy with teacher direction). Teachers conference with students throughout the writing process.
10. Introduce the Chinese Zodiac Calendar to the students and discuss the symbols representative of the years of birth. Personal descriptions for each symbol and year are read to the students. Students locate their year of birth and share the description of the personal characteristics from their sign. Students locate the year of birth of parents/guardians, siblings, friends, and classmates and share the personality traits of these symbols. Vocabulary focus for this activity is the meaning of the personality traits linked to the Chinese Zodiac calendar.
11. Develop the language skill of writing lists and the correct punctuation when writing lists. Students complete some activities that reinforce this language skill.
12. Provide students with access to the Internet so they can research web sites that provide information on Chinese Zodiac symbols.
13. Students create a symbol and write a short personality description for a friend. Students are reminded to use vocabulary introduced in this activity.

### Assessment/Evaluation

- teacher observation and informal/anecdotal assessment of in-class participation.
- formative assessment of activities completed that can be added to portfolio, with anecdotal comments assessing student work and participation.
- journal assessment using the checklist (Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing).
- Rubric for Assessing Writing, Appendix A (Phase 1 of ESLBO) for written work completed on the celebration of New Year's Day.
- checklist for self/peer editing to be completed as student completes writing assignment and applies stages of writing process. (Appendix 6.4 - Self/Peer Editing Checklist)

### Resources

Barry, J. *Language to Go.* Toronto: Nelson Canada, 1995.

Dumolin, B. *Celebrating Our Cultures.* Markham, Ontario: Pembroke Publishers, 1998.

Fowler, H.W. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.

Langevin, D. *When's The Next Holiday? Canadian Celebrations.* Toronto: Canadian Resources for ESL, 1996.

Martin, D. *Communicating Skills A Language Arts Program.* Toronto: ITP Nelson, 1998.

Internet

www.goodorient.com/chinzodhorgr.html

fllc.smu.edu/fllc/languages/chinese/yunsheng/zodiac.html

### Accommodations

- Pair students experiencing difficulty with linguistically stronger students for the co-operative activities.
- Students experiencing difficulty with writing may require modelling from teacher.
- Arrange peer mentors for Internet research to assist with the reading of the information.
- Allow written report to be completed in point form.

### Appendices

Appendix A - Rubric for Assessing Writing (ESLBO phase 1)
Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing
Appendix 6.4 - Self-/Peer-Editing Checklist

## Activity 5: Celebrating Yesterday, Today, and Tomorrow

**Time:** 225 minutes

### Description

In this final activity students have an opportunity to exhibit and showcase the knowledge and skills they have acquired on the topic of Celebrations. Students participate in a variety of research activities, using reference materials and human and technological resources to gather data and reinforce acquired knowledge. Students present their findings as a calendar, reflecting any and all components of celebrations and holidays as addressed in this unit. Students create the final product on the computer including graphics. The language functions emphasized are gathering information and using accurate questioning techniques.

### Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** 5c; 7f, j.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BOR.01; BWRV.03; BREV.01; BSCV.01, .02.
**Specific Expectations:** BOR2.02, 3.02❖; BWR2.01, .03❖, .04❖, 3.05❖; BRE3.01, 4.01❖; BSC1.03❖, 1.04❖, 2.02, .04.

### Planning Notes

- Arrange with the computer department to develop and train peer tutors to assist with computer component, if necessary.
- Reserve time on the computers.
- Gather and collect different styles of calendars to have as visual samples for the class.
- Pre-arrange with a human resource to provide data and information for students.
- Arrange with English or Religion department to pair English first language speakers with second language students if support is necessary.

### Prior Knowledge

- Achievement of expectations from ESLAO
- Familiarity using the computer, word processing programs, graphic programs, and clip art programs
- Grasp of skills and concepts presented in this unit

### Teaching/Learning Strategies

1. Begin this activity by introducing the project to the students. The project is to be completed co-operatively, in small groups, with one final product for the class.
2. The class makes a calendar that reflects the many celebrations studied in this unit.
3. Share several calendar styles and discuss the design, layout, and format used to display the information on calendars. Students decide on the format that they wish to use for the final product.

4. The categories for information on the calendar are:
   - Canadian Celebrations/Holidays
   - Multicultural Celebrations/Holidays
   - Catholic/Multi-faith Celebrations/Holidays
   - School Celebrations/Events
   - Personal Celebrations (e.g., Birthdays)
5. In small groups, students select the category they wish to research and develop.
6. The research components of this project are to determine dates, to gather significant information about the event, and to identify or create symbols that may reflect the meaning of the celebration.
7. Have a variety of resources available for the students to gather the data necessary for this project, (e.g., print, Internet time, human resources, and calendars).
8. Students may apply previously learned interview skills to gather data and information. Suggested human resources are school secretaries, school chaplain, parish secretary, parish priest, principal, vice-principal, family members, student council members, multicultural club members, or multi-faith community members.
9. In their groups, with teacher direction where required, students spend time gathering data.
10. The final calendar is completed on the computer with the assistance of peer tutors when needed. Computer graphics must be used in conjunction with student-created visual aids. *MicrosoftPublisher* offers a variety of calendar templates and clip-art that supports this project.
11. As a possible extension to this project students may choose to sell the final product in order to raise funds to be donated to a local charity. This would provide an opportunity to teach the students some skills in promotion of a product and accounting.

### Assessment/Evaluation

- Formative assessment - anecdotal comments on individual student's participation during the preparation of the calendar.
- Appendix 6.2 - Rubric for Assessing a Research Project, is used to assess the final project.
- Appendix 6.4 - Self/Peer Editing Checklist to be completed by students as they work through the assessment of developing the calendar.

### Resources

Internet

www.multiculturalcalendar.com

www.corelclipart.com

http://diryahoo.com/society_and_culture/holiday_and_observance/newyear

www.algonet.se/beradot/christmas

### Accommodations

- Assign student work groups to ensure students experiencing difficulty have the support of students more comfortable with the language.
- Select peer tutors who exhibit sensitivity and understanding for students of English as a second language.
- Students who are experiencing difficulty the with interview process and telephone conversation may be paired with an English first language speaker for support.

### Appendices

Appendix 6.2 - Rubric for Assessing a Research Project
Appendix 6.4 - Self-/Peer-Editing Checklist

# Unit 4: Canadian Diversity

**Time:** 25 hours

**Unit Developer(s)**

Jamie Finan, Durham Catholic District School Board
Christina Maschas-Hammond, Peterborough, Victoria, Northumberland, Clarington Catholic School Board
Mary Adelle Patterson, Durham Catholic District School Board

**Development Date:** May-August 1999

## Unit Description

This unit of study explores Canada's physical, sociocultural, and economic diversity and the interrelationships this diversity generates. Throughout this unit, students develop a sense of appreciation for the beauty and richness of Canada's natural environment, the diversity of cultures and religions, the nature of the Canadian economy, and the structure of government. As they progress through this unit, students reflect upon their Christian and civic responsibility to society and the environment and consider the opportunities Canada has to offer. Students think globally and analyse the presence of Catholic values in the social fabric of the country.

## Strand(s) and Expectations

**Ontario Catholic Student Graduate Expectations:** 1c; 3c, f; 4e; 5a, e, g; 7a, f, g, h, i, j.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV .03, .04, .06; BREV .01, .03, .05; BWRV .01, .02, .03; BSCV .01, .02.
**Specific Expectations:** BOR 1.01, .02, .03, .05, .06, .08; 2.01, .02, .03, .04, 3.03, 4.01; BRE 1.01, .02, .03, 2.01, .02, .03, 3.01, .02, .03, .04, .05, 4.01, .02; BWR 1.01, .02, 2.01, .02 .03, .04; 3.01, .02, .03, .04, .05, .06; BSC 1.01, .02, .04, .05, 2.01, .02, .03, .04.

## Activity Titles (Time + Sequence)

| | | |
|---|---|---|
| Activity 1 | Yours to Discover | 150 minutes |
| Activity 2 | Interactions: People and their Environment | 225 minutes |
| Activity 3 | Canada: Viewing Our Economy | 150 minutes |
| Activity 4 | Economics and the Government of Canada | 225 minutes |
| Activity 5 | Canada: Viewing our Cultural Diversity | 225 minutes |
| Activity 6 | Examining Canada=s Rights and Freedoms | 150 minutes |
| Activity 7 | Tour of Canada | 375 minutes |

## Unit Planning Notes

Teachers review, in advance of teaching this unit, a number of films, videos, and computer reference programs about Canada and its physical, social, and economic characteristics, to pre-select those which would best suit the needs of the ESLBO class. If Internet access is available, teachers familiarize themselves with a number of sites that offer information about the land, the people, and the economy of Canada, to direct students in their various forms of research. Teachers refer to Individual Education Plans and modify unit activities and expectations to accommodate the students' needs. Teachers may prepare graphic organizers to support Teaching/Learning Strategies in this unit or browse the Durham Catholic District School Board web site for teacher-prepared graphic organizers. (www.durhamrc.edu.on.ca)

## Prior Knowledge Required

Achievement of expectations at the ESLAO level is required. Specific knowledge and skills in the following areas are needed for this unit: use of the dictionary, basic mapping and map reading, knowledge of Canadian place names, simple sentence and paragraph structures, identification of main ideas from research materials, and familiarity with gospel values. (See ESLCO Appendix A) Basic computer keyboarding and Internet search skills are required for those students who have the opportunity to apply them. Some understanding of current environmental, economic, and social issues may enrich students' participation in this unit of study.

## Teaching/Learning Strategies

Teaching/learning strategies used within this unit of study include: brainstorming and word webbing; simple observation and oral response; map and atlas reading; note-taking; personal journal writing; participation in group presentations; creating an organizer to present information; extracting information from media sources; problem-solving; letter-writing; interpretation of graphic and statistical data; classroom discussion and use of available computer technology.

## Assessment/Evaluation

- informal assessment observation of students' in-class participation and co-operation
- summative assessment research assignments, poetry writing,
- peer- and teacher- evaluation of oral presentations
- pencil and paper unit/activity test(s) on content and vocabulary
- homework check
- formative checklist assessments of mapping skills, collage presentation, and journal writing

## Resources

### Computer Reference Programs

*Adventure Canada.* Virtual Reality Systems, Inc., 1996.

*Wide World of Animals.* Creative Wonders Multimedia Corporation, 1995.

### Print

Brunetti, Jean-Claude. *Treasures of the Bible.* Quebec: Diffusion Prologue, 1997.

Cameron, Judy and Tracey Derwing. *Being Canadian.* Toronto: Prentice Hall Ginn, 1998.

Cartwright, Fraser, Gary Birchall. *Contact Canada.* Toronto: Oxford University Press, 1996.

Derry, William and Charles Nash. *Geocanada.* Toronto: McGraw-Hill Ryerson Ltd., 1990.

Lubman, Daniel. *Canadian Dictionary or English Learners.* Don Mills: Addison-Wesley, 1987.

Massey, Don and Patricia Shields. *Canada: Its Land and People.* Edmonton: Reidmore Books Inc.1995.

Zuern, Geunther. *Ontario Reader, 1999.* Toronto: Maracle Press. 1999.

### Internet

Various sites on Canada's physical environment, people, government, and economy (listed in activities).

## Activity 1: Yours to Discover

**Time:** 150 minutes

### Description

Canada is a nation of great physical beauty and contrast. This activity explores the diversity of physical landforms, vegetation, wildlife, and climate across our nation and how they interact with each other. The specific language skills that are emphasized in this activity centre on point form note-taking, sentence construction using comparatives, extracting information from visual and media sources, organizing and categorizing information into a graphic organizer, and the appropriate use of adjectives.

### Strand(s) and Expectations

**Ontario Catholic Student Graduate Expectations:** 5a.
**Strand(s):** Oral and Visual Communication, Writing, Social and Cultural Competence
**Overall Expectations:** BORV .03, .04, .06; BWRV .01; BSCV .02.
**Specific Expectations:** BOR 1.01, .03, .06❖; 2.01, .02❖; 4.01❖; BWR 1.01❖; 2.01; BSC 1.02.

### Planning Notes

- Teachers are encouraged to create a classroom library of pictures, magazines, travel brochures, videos, atlases, texts, and computer resources to assist students to visualize the diversity of Canada's natural environment.
- Teachers introduce students to specific geographic language they will encounter throughout the activity (e.g., landscape, landforms, natural, human-made, vegetation, wildlife, endangered, etc.).
- A wall map of Canada and a world globe are required.

### Prior Knowledge Required

- Achievement of expectations at the ESLAO level is required.

### Teaching/Learning Strategies

1. Present students with *The Great Canadian Trivia Challenge* (Appendix 4.1) This is an on-going activity in which students are to seek out specific information about Canada using any/all resources made available to them. The challenge is to see who can independently locate the information in answer to all the questions by the end of this unit of study.
2. Open discussion by asking students to think about any three adjectives that they would use to describe the Canadian environment.
3. Create a blackboard/overhead word web, recording the adjectives the class generates, with the word *Canada* at the centre.
4. Ask students to consider if these same adjectives could be used to describe their home country.
5. Encourage students to give oral responses using comparatives such as smaller than, hotter than, when comparing the two countries.
6. To introduce the concept of physical diversity, present to students a series of colour photographs, with no place name identification, that illustrate varying types of landscapes and climates (e.g., ice fields, rainforests, mountains, flat lands, rocky islands, lakes and rivers, etc.) Challenge the class to determine which are photos of places in Canada and which are not.
   ***Note:** Old calendars provide an inexpensive and abundant source of landscape photos for activities of this nature.
7. Once students comprehend that all landscapes depicted in the photographs are Canadian, guide students to illustrate the approximate locations of each on a wall map of Canada.
8. Ask students to explain *why* Canada has such diverse physical characteristics. Direct discussion to the two main factors: Canada's size and location.

9. Using the wall map of Canada and a world globe as references, students discuss and evaluate the advantages and disadvantages of Canada's size and global location. For example:
   - advantage: Canadians get to experience all four seasons (location).
   - disadvantage: Travel in Canada can be costly and time-consuming (size).
10. Students complete a point-form chart or note summarizing the advantages and disadvantages as agreed upon by the class.
11. Returning to the landscape photos, students are divided into small groups and given a photo to examine more closely. Students extract as much information about that part of the country as they can from the photo (e.g., What is the weather like? What season is it? What landforms are shown? Is there any sign of human activity? If so, what? What does the natural vegetation look like? Do you see any wildlife? Could people live here? Why or why not? References such as *Geocanada and Adventure Canada* may be used by students to supplement this activity.
12. Each group of students is directed to document their observations for their specific location on a student-generated organizer to be presented and shared with the rest of the class.
13. This may be an appropriate time to show students a video or film that offers them a more comprehensive view of Canada's diverse landscapes, wildlife, and climate (e.g., *On Top of the World: Canada).* As the video tours Canada, students may list some of the more spectacular natural sites shown.
14. After viewing the video/film, students are encouraged to informally share any first-hand knowledge they may have about any of the Canadian sites shown in the video/film.

## Assessment/Evaluation

- Teacher observation and informal assessment of students participation and co-operation in class discussion and group activity.
- Peer-evaluation of group presentation - Appendix 4.2 - Oral Presentation - Teacher/Peer Checklist Assessment.

## Resources

*Adventure Canada.* Virtual Reality Systems, Inc., 1996.

Assorted visuals showing landscapes of Canada (e.g., calendar photographs)

Derry, William and Charles Nash. *Geocanada.* Toronto: McGraw Hill Ryerson Ltd., 1990.

*On Top of the World: Canada.* Lifestyle Home Video, 1992.

Wall map of Canada and world globe.

## Accommodations

- Provide a vocabulary list defining geographic terms used throughout the activity.
- Present teacher-generated organizer for the photo observation activity.
- Present video in short sections rather than in its entirety.

## Appendices

Appendix 4.1 - The Great Canadian Trivia Challenge
Appendix 4.2 - Oral Presentation-Teacher/Peer Checklist Assessment

## Activity 2: Interactions: People and their Environment

**Time:** 225 minutes

### Description

Geography has an enormous influence upon how people live. This activity challenges students to examine how the environment impacts upon their lives and how they, in turn, impact upon the environment. Throughout this activity students develop skills in organizing information into a graphic organizer, expressing opinions from personal experience, using grammatically correct sentence structure in written notes, extracting information from written, graphic, and statistical data presented in pamphlets and personal journal writing. Using the creation story in the Book of Genesis, students develop a sense of appreciation and responsibility for the gift of God's creation.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1c, 3c, f, 7h, i.
**Strand(s):** Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BREV.01, 05; BWRV.01, .02; BSCV.02.
**Specific Expectations:** BRE2.02, 3.01; BWR1.01❖, 2.01; BSC1.05❖, 2.02, .04❖.

### Planning Notes

Teachers may wish to:

- gather pamphlets/booklets from municipalities that give information about local recycling initiatives;
- track current newspaper articles that address issues such as energy conservation, environmental protection, recycling programs, etc., to have available for the students' use;
- If a recycling plant is nearby, organize a field trip to the facility;
- seek out varying interpretations of the creation story.(e.g., *Treasures of the Bible).*

### Prior Knowledge Required

- achievement of expectations at the ESLAO level
- basic understanding of the concept of recycling

### Teaching/Learning Strategies

1. Students are reminded to continue their search for answers to *The Great Canadian Trivia Challenge.*
2. To open discussion about the impact the natural environment has on our lives, ask students to look around the classroom and indicate items they see or use that initially come from the land.
3. Direct students to start with the paper on which they are presently writing.
4. Students define the term resource, distinguishing between renewable and non-renewable resources and listing examples of each in a chart or Venn diagram.
5. For homework, assign students to search through all rooms of their home and list the items they, and other members of their family use in a typical day, that are provided by or produced from the natural environment. Students document their findings in a chart with three columns: *Product/Item, Source/Resource* and *Renewable/Non-renewable.*
   The goal of this activity is to make students aware of the vast array of natural resources Canada has to offer to its people.
6. Teachers tap students' personal knowledge of how environment affects lifestyle by opening discussion about how their lives have changed since moving to Canada.

7. To organize students' thoughts and opinions about how environment affects lifestyle, students may develop a graphic organizer of their own to illustrate the effect environment has on human activity. (Students may give examples, using any geographical reference, to support the concept that environment affects lifestyle, e.g., Clothing - most Canadians require both winter and summer clothing; Housing - homes in the Caribbean Islands do not require heating systems. Other sub-topics to consider include: transportation, economic activity, food, recreation)
8. Students read through the creation story (Genesis 1: 1-31, 2: 1-4) and list, in sequence, what God created on each of the seven days.
9. Students use this same reading to reflect upon the following questions and write a journal entry:
   - What role did God present to humankind at the end of the creation? (Genesis 1: 26)
   - Have the people of this planet carried out God's wishes? Explain your response.
   - What role do you see *yourself* playing in guarding and protecting our natural environment?
10. Students discuss how humans have affected the natural environment. The challenge for the teacher is to have students arrive at both positive and negative interactions. This may be documented in a Positive and Negative Interactions chart.
11. Discuss with students the 3R's (Reduce, Reuse, and Recycle) to clarify the meaning and consider how it relates to our God-given role of protectors of the natural environment.
12. Teachers and students research and discuss how the Reduce, Reuse, and Recycle initiative is promoted at the national, community, school, and household levels. This may involve researching information pamphlets from community recycling facilities, conducting an Internet search on national and local recycling programs, interviewing staff and students in charge of the recycling program at the school, or conducting a survey of one's family members about their knowledge and involvement in the 3R's.
13. Students submit a written summary, graphic presentation, statistical analysis, poster, or collage to present their findings for any one of the above mentioned initiatives.
14. This activity may be concluded with a brainstorming session or a short dramatization whereby the class works co-operatively to consider the ways and means that *each person* can help protect and preserve the environment in which they live.

## Assessment/Evaluation

- informal assessment of student participation in class activities and discussion
- personal journal writing Checklist - Appendix 6.3.
- homework checks
- summative assessment of content and creativity in students' 3R's summary, analysis, poster, or collage

## Resources

Environment Canada - The Green Lane www.ec.gc.ca/search_e.html

Recycle City www.epa/gov/recyclecity/mainmap.htm

Pamphlets and newspaper articles on local recycling programs

Wansbough, Henry, ed. *The New Jerusalem Bible*. New York: Doubleday, 1990.

## Accommodations

- Provide students with a list of Canada's renewable/non-renewable resources to categorize
- Seek out creation stories in children's bibles to make the story more understandable (e.g., *Treasures of the Bible)*
- Students may create a collage showing images of how environment affects human activity rather than submitting a student-generated organizer, (e.g., types of clothing for different environments)

## Activity 3: Canada: Viewing Our Economy

**Time:** 150 minutes

### Description

In this activity students use oral, visual, and written language to develop their knowledge of the economic picture of Canada. Students then apply this knowledge as they grow to become citizens of a just and compassionate society. As students have had some exposure to the physical diversity of Canada through previous activities, this activity builds upon these skills and links them to the economic composition of Canada. The vocabulary related to economic diversity is the focus of this activity. The language structures developed in this activity are the use of synonyms, homonyms, and antonyms to clarify meaning and add detail to student writing and point-form note-taking.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 3f; 7g.
**Strand(s):** Oral and Visual Communication, Reading, Writing
**Overall Expectations:** BORV.03; BWRV.03; BREV.03; BSCV.02.
**Specific Expectations:** BOR2.01, .02; BWR2.01❖, 3.03, .04❖, .05; BRE3.01, 4.01❖; BSC1.02❖.

### Planning Notes

- Gather visual supports that assist students in grasping the vocabulary related to the economic diversity of Canada.
- A large wall map of the physical make-up of Canada is essential and a world globe would be beneficial.
- Collect a variety of newspapers, especially the classified and the business sections, as resources for developing research and inquiry skills.
- Arrange for students to use the Internet for these activities, and, if necessary, arrange for peer tutors to support and assist with Internet use.
- Prepare symbols that represent the various economic categories of Canada, (e.g., fish for fishing, tree for forestry, the golden arches for service industry, computer for business, etc.) Contact some of the government offices such as the Ministry of Tourism or the Ministry of Natural Resources and get actual symbols which are used on signs across the province.
- Prepare graphic organizers to support Teaching/Learning Strategies in this unit or browse the Durham Catholic District School Board web site for prepared graphic organizers, such as:
  *Dollar Sense:* This graphic organizer visually presents a list of jobs linked to an economic category which is then linked to locations that these jobs are required.

### Prior Knowledge Required

- achievement of the expectations at the ESLAO level
- some familiarity with using the atlas
- some familiarity with the physical regions of Canada

## Teaching/Learning Strategies

1. Students are reminded to continue their search for answers to *The Great Canadian Trivia Challenge,* as they proceed with the next activities.
2. To begin this activity, brainstorm with students to determine their knowledge of the economic make up of Canada. Teachers ask students "What do people in Canada do to earn money (a living)?" Record responses on the board or chart paper. Students reflect upon personal knowledge and work experience. Students are provided with resources that provide further information on the economic make up of Canada, (e.g., the newspaper, the Internet career search, visual aids that portray individuals in various lines of work, etc.). Elicit as much information from the students as possible as they develop inquiry and research skills with the teacher's support and direction. Teacher assists students with information where necessary.
3. Present the main categories of the economic structure of Canada to the students. These economic structures are the vocabulary focus for this activity. Students complete vocabulary exercises to reinforce meaning, (e.g., match the meaning to the definition, a crossword puzzle created on the computer, synonym/antonym match) and understanding of the terms. The major areas that drive the economy of Canada, which should be the focus of this activity, are agriculture, manufacturing, natural resources, service industry, business, public administration, and construction.
4. Using the list of jobs and occupations developed from the previous brainstorm activity, assist students in matching the specific jobs they listed to the economic category (e.g., food server at McDonald's - service industry, doctor - public administration, fishing - natural resources, real estate salesperson - business, etc.) Students complete this activity as a teacher-directed, co-operative exercise matching all the jobs to an economic category. If the students have not found examples of jobs linked to any of the economic categories, teachers may provide examples so that the chart can be completed. After completing the large group activity, students can then complete a graphic organizer, *Dollar Sense,* independently or in small groups.
5. Direct students to choose one of the jobs from the previous activity and write a description of that job, using new vocabulary.
6. Students have studied the physical regions of Canada in previous activities. To begin this part of the activity, review the map of Canada as students identify each province and indicate its location on the large wall map. Provide outline maps of Canada. Each student completes this map labelling the provinces and territories.
7. Lead a discussion about the physical and land characteristics necessary for each of the economic categories (e.g., fishing takes place where there is water; agriculture takes place where there is suitable land, space and climate to grow crops; restaurants and hotels are established in cities and towns where people are, etc.) Using the board or chart paper teacher co-operatively compiles a chart that links each economic category to the necessary characteristics and components, which determine its location in Canada.
8. The various symbols for each of the economic categories are displayed on the board. Students match a symbol to each economic category, (e.g., stock of corn to represent farm industry, bed to represent tourist service industry, knife and fork to represent food service industry, computer to represent business industry, etc.).
9. On the large wall map of Canada, link the economic symbol to the area of Canada which supports the economic category. Students place the symbols on the wall map in the areas where that form of economic enterprise takes place. The economic diversity of Canada visually appears on the map by the placing of the selected symbols. Students transfer this information onto the outline map of Canada that they have completed. Review the legend on a map, which was studied in ESLAO. Students complete their map incorporating the symbols for each economic category into the legend.

10. To further link the concept of economy to the physical regions of Canada, students complete a cause/effect activity. This activity can be set up as a chart, listing the economic categories studied, with three specific examples of industry within each category. The students must list necessary components for this form of industry to succeed in an area. Students should work in pairs or small groups to complete the activity. Encourage discussion among groups, with students asking each other questions. Complete the activity with large group sharing.

### Assessment/Evaluation

- mapping Skills Assessment Checklist used to assess maps completed (Appendix 4.3)
- teacher observation of written work completed in this activity to monitor student progress
- anecdotal assessment of written work, to improve spelling, punctuation and vocabulary usage
- pencil and paper test-summative assessment, testing student knowledge of economic regions of Canada

### Resources

Barry, J. *Language To Go.* Toronto: Nelson Canada, 1995.

Cameron, J. and T. Derwing. *Being Canadian, Language for Citizenship.* Toronto: Prentice Hall Regents Canada, 1996.

Fowler, H.W. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.

Martin, D. *Communicating Skills.* Toronto: Nelson, 1998.

O'Malley, J.M. and L. Pierce. *Authentic Assessment for English Language Learners.* Toronto: Addison-Wesley Publishing Co., 1996

Shapiro, N. and J. Adelson-Goldstein. *The Oxford Picture Dictionary-Canadian Edition.* Toronto: Oxford University Press, 1999

Walter, T. *Amazing English.* Toronto: Addison-Wesley Publishing Co., 1996.

### Accommodations

- Pair students experiencing difficulty with linguistically stronger students for co-operative activities.
- Model writing activities for students experiencing difficulty.
- Peer tutors may be of assistance with computer activities.

### Appendices

Appendix 4.3 - Mapping Skills Assessment Checklist

## Activity 4: Economics and The Government of Canada

**Time:** 225 minutes

### Description

In this activity, students become aware of the fundamentals of the system of currency in Canada, which builds the taxation system in our country. The study of the tax system is linked to the further study of the government of Canada. Students acquire the knowledge and understanding of the governing model of Canada. This leads to the growth of responsible citizens who value and respect the rights and responsibilities of all in this country. The continued use of oral, written, and visual language is developed through a variety of activities. The language foci of this activity include using commas in a series and with dates and addresses and quotation marks for direct speech.

## Strand(s) and Expectations

**Ontario Catholic Graduate Expectations:** 5e; 7h.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.03; BREV.03; BWRV.03; BSCV.02.
**Specific Expectations:** BOR1.05❖, 2.01❖; BRE3.01, 4.01❖; BWR3.03, 3.04❖, 3.05❖; BSC1.01❖.

## Planning Notes

- Contact local MP and MPP offices to obtain any support resources available, (e.g., information on political parties, brochures on federal and provincial governments, information on parliamentary procedures, national and provincial capitals, etc.).
- Contact Elections Canada for a voter's kit in preparation for mock election.
- Contact Citizenship and Immigration for publications available.
- Browse the National Film Board catalogue and order current, appropriate films/videos on the Government of Canada.
- Arrange for students to have Internet access and if necessary arrange for peer tutors to assist with Internet use.
- It would be very beneficial to have facsimiles of Canadian currency that are realistic in appearance, which can be purchased through an educational supplier.
- Gather a collection of items that the students can purchase in the role-play situation.
- Provide calculators for the role play.
- Pre-arrange with school and community personnel to be available for interviews by the students on provincial government matters.
- Paraphrase scripture readings as needed and provide a written copy for students to follow.
- Prepare graphic organizers to support the teaching learning strategies in this unit or
- Browse the Durham Catholic District School Board web site for prepared graphic organizers such as: *Our Government:* This graphic organizer provides the framework for collecting data on Provincial Government.

## Prior Knowledge Required

- achievement of expectations at the ESLAO level is required
- some familiarity with Canadian money

## Teaching/Learning Strategies

1. Remind students to continue their search for answers to *The Great Canadian Trivia Challenge,* as they proceed with the next activities.
2. Begin this activity with a role play situation. Simulate a shopping excursion with the students. Depending on the composition of the class, have a collection of items available for the students to purchase, (e.g., a book, a pencil, a food item, a CD, etc.) Several students role play a shopping scenario where one student is the purchaser, another student is the vendor and another student is the parent giving the child money and instructions for purchasing items. Depending on the size of the class and the comfort level of the students this role play can be carried out several times, with different shopping requests set up each time. Students develop and practise the conversation necessary for purchasing items by asking questions and initiating friendly conversation during the shopping excursion.
3. Introduce the tax component of purchasing items. (provincial sales tax at 8% and goods and service tax at 7%). Demonstrate several examples of these taxes added to items. Through questioning, determine the level of understanding students have of this concept. When students grasp the concept of purchase taxes, provide time for the students to role play purchasing, in small groups. The students' oral language is enhanced through this activity.

4. After students are comfortable with the shopping activity and the idea of purchase tax, they write a dialogue that could take place at a store as a shopper is purchasing and paying for merchandise. Students must be taught the proper use of quotation marks as used in direct conversation. Teachers reinforce their use with exercises from selected grammar resources (e.g., *Communicating Skills, A Language Arts Program,* pp. 98-99)
5. Build the concept of taxes as a means of generating income for the government of the country. Read a scripture passage that refers to the tax collector (i.e., Luke 18:9-14 or Matthew 18: 15-17). Develop the idea that taxation has been a common practice since biblical times as evident in the scripture passage shared. Discuss with the large group, and list on the board, reasons why the government needs money, what the government does with the money, and forms of taxes that Canadians pay to provide this income to the government. Students copy this information into a notebook as a point-form note. Students complete a true-and-false activity with factual questions about currency and taxes. These questions reflect the students' comprehension of this concept.
6. Begin the next part of this activity with a film or video. The National Film Board of Canada has many titles that are appropriate and listed on web site www.nfb.ca (e.g., *The Government of Canada -An Inside Story*). After viewing the film, discuss the three levels of government: federal, provincial, and municipal. Students share information they attained from the film regarding the responsibilities of each level. Students build oral presentation skills as they discuss the content and meaning of the film/video.
7. Provide the students with a prepared note on the Parliament of Canada, incorporating information on the three parts of parliament – The Queen, The House of Commons, and The Senate – and the responsibilities of each. Include information on the process by which each part of parliament acquires its position. A good resource to use in developing this note is the booklet prepared by Citizenship and Immigration Canada - *A Look At Canada,* p. 22-23. Read the note with students several times and question for understanding. Short questions are presented to students extracting information from the note which are answered in notebooks.
8. Each student develops a set of questions they would like to ask the Member of Parliament representing his/her electoral area. These questions may be guided and developed through a large class discussion on the role of the federal government, the success of the federal government, and the challenges faced by the federal government.
9. Instruct students in the proper format for writing a letter. Working in small groups, students write letters to their MP's, which include their questions. Send the letters to the MP's with a cover letter explaining the activity and requesting a response to each group of students.
10. Students use the comma in the address and the dates on the letters composed. Teachers reinforce with exercises from selected grammar resources, (e.g., *Communicating Skills, A Language Arts Program* pp. 43, 44).
11. Students are presented with the composition of the provincial system of government. Develop a point-form note with the students including the required information. Read the note with the students and question for clarity and understanding.
12. Using local newspapers; any publications, brochures, pamphlets, or flyers available from the local MPP's office; the blue pages of the telephone book; or interviews with selected persons, (e.g., history teacher, the school secretary, the principal, etc.) students investigate the provincial government. Students determine the leaders of the three parties, the leadership party, the opposition party, ministers responsible for portfolios such as education, finance, transportation, environment, etc. Students use the graphic organizer, *Our Government,* to gather the required information.
13. In small groups, students develop a visual-display chart presenting the provincial government. Display these around the room to reinforce the information on the provincial government.

14. Present the structure of the municipal government to the students. The students are familiar with the overall government because of the previous activities completed. Introduce the vocabulary particular to municipal government. Using a local cable channel telecast, view a session of a local town council meeting. Students compile a list of good news items and problems that the council dealt with during the meeting. Lead a discussion about good news items from the school and problems the students are aware of at the school. In small groups, students write letters to the student council beginning positively with good news items and then presenting some of the areas of concern they feel need to be addressed. Review the format used in writing letters and reinforce the use of commas in the date and address.
15. Present an overview of the election process. Elections Canada provides a complete election kit. This maybe used to carry out a mock election with voting procedures clearly outlined if time permits.

### Assessment/Evaluation

- teacher observation of written work completed in this activity, to monitor student progress
- anecdotal assessment of written work, to improve spelling, punctuation and vocabulary usage
- pencil and paper tests - summative assessment, testing students' knowledge of the Government of Canada
- peer evaluation and teacher evaluation of in-class presentation of visual display of the Provincial Government
- homework checks

### Resources

Acosta, J. *Canada Coast To Coast.* Toronto: Nelson Canada, 1995.

Barry, J. *Language To Go.* Toronto: Nelson Canada, 1995.

Berish, L. and S. Thibaudeau. *Canadian Concepts 3.* Toronto: Prentice Hall Allen and Bacon, 1997.

Burley, T. *Government Matters.* Toronto: Prentice Hall Ginn, 1997.

Cameron, J. and T. Derwing. *Being Canadian, Language for Citizenship.* Toronto: Prentice Hall Regents Canada, 1996.

Canadian Bible Society. *Good News Bible, Today's English Version.* Toronto: 1992.

Fowler, H.W. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.

Granfield, L. *Canada Votes, How We Elect Our Government.* Toronto: Kids Can Press, 1997.

Martin, D. *Communicating Skills.* Toronto: Nelson, 1998.

Shapiro, N. and J. Adelson-Goldstein. *The Oxford Picture Dictionary-Canadian Edition.* Toronto: Oxford University Press, 1999.

Kits

National Archives of Canada, Communication and Public Programs Division, Ottawa,

Fax: (613) 995-0919.

Library of Parliament, Ottawa. Fax: (613) 992-1273

Citizenship and Immigration Canada, Public Affairs, Ottawa, Fax: (613) 954-2221

Elections Canada, Ottawa, 1-800-463-6868

### Accommodations

- Pair students experiencing difficulty with linguistically stronger students for co-operative activities.
- Model writing activities for students experiencing difficulty.

## Activity 5: Canada: Viewing Our Cultural Diversity

**Time:** 225 minutes

### Description

In this section of the unit, ESL students learn that Canadians today reflect a vast diversity of cultural heritages and racial groups. Students have the opportunity to explore the richness of Canada and its people. Students discuss the issue of Christian responsibility towards one's neighbour. The language foci for this activity centre on vocabulary acquisition, the usage of capitals for proper nouns, and composition of a short paragraph containing simple and compound sentences.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 3f, 7a, f, g, h, j.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural
**Overall Expectations:** BORV.04; BREV.01; BWRV.01, .03; BSCV.01, .02.
**Specific Expectations:** BOR1.02, .03❖; 2.01, .03❖, .04❖; BRE1.02❖; 2.03; 3.01, .02❖; .03❖; BWR1.01❖, .02❖; 2.01; 3.01❖, .02❖, .03❖, .06; BSC1.04❖.

### Planning Notes

- Prepare a cloze activity to determine acquisition of related vocabulary such as: multi-culturalism, diversity, and cultural mosaic.
- Obtain a copy of the Canadian Multiculturalism Act through the web site at Canadian Multiculturalism Act: **http://www.interlog.com/~ vcc/CopyOfMCdA.html** or by calling Citizen and Immigration Canada at **1-888-241-9439**.
- Collect a variety of cinquain/diamante poetry to present to students.
- With student assistance, organize a heritage fair. Set a date for the heritage fair and create a schedule for students' oral presentations of approximately five minutes in length.

### Prior Knowledge Required

- achievement of expectations at the ESLAO level

### Teaching/Learning Strategies

1. Students are reminded to continue their search for answers to *The Great Canadian Trivia Challenge* as they proceed with the next activities.
2. As an introduction to this activity, lead students towards the concept of cultural mosaic by initiating a discussion about the uniqueness of Canada's culture. Begin the discussion by asking:
   - What makes Canadian culture unique?
   - Why are all cultures encouraged to maintain their traditions in Canada?
   - Why do people choose Canada as their home?
3. Continue the discussion by asking students to describe Canadian people. Record students' responses and create a bank of adjectives.
4. Present students with examples of cinquain/diamante poetry. Model the procedure for writing cinquain/diamante by using the vocabulary recorded from the chart. Students copy the poem into their notes to be used as a model for the next task.
5. To continue the discussion, invite students to share their feelings upon their arrival in Canada. Record student responses and create another list of adjectives. Exercise caution and sensitivity when discussing this issue.
6. Students compose and illustrate their own cinquain/diamante poem using the new vocabulary. Encourage students to peer-edit their work prior to submitting the final draft. These illustrated poems may be displayed and then collected to create an anthology.

7. *Heritage Fair Preparation* - Inform students of the upcoming Heritage Fair and give specific details about it, including the date. Students are to bring in items that describe their culture. Each student chooses four items and gives a five-minute presentation explaining the importance of these items. These items are unique to the students' past or origin and could include:
   - household articles;
   - traditional costumes;
   - music;
   - pictures of their country;
   - family pictures;
   - heirloom;
   - family recipe (student may bring in a sample of the recipe).
8. To continue exploring Canada's diversity, lead students in a discussion emphasizing that many different cultures and ethnic groups live and work together in harmony and respect. Canada's diversity is encouraged by the Canadian Multiculturalism Act. This law states that all Canadians are free to promote and share their multicultural heritage. Explain the key points of this Act. Encourage students to ask for clarification, if necessary.
9. Following the discussion, students complete a journal entry addressing the following questions:
   - What does the Multicultural Act mean to you?
   - Do you agree with this Act?
   - If this Act were not in effect, what do you think might be the ramifications?
10. Respond to each student's journal in written dialogue form.
11. To emphasize the importance of accepting all people, celebrating our differences, and caring for others, read and discuss Acts 10:9-30. This passage refers to Peter and the first Christians having difficulties as the first Jewish-Christian community expanded. Having been practising Jews, they found it difficult to accept those who did not follow ancient Jewish customs and laws. Peter was challenged to accept food that Jewish people had traditionally thought of as unclean. Another passage to read and discuss is John 13: 34-35. This passage reinforces that we as Christians must love one another. Encourage students to share their religious traditions and customs with the class, thus noting the diversity within the group as well as within the different religions.
12. Students create a collage that depicts the message of acceptance and respect for all of God's people. Students then share their collages with the class and display them in the classroom.
13. *Heritage Fair* - To conclude this portion of the unit, students celebrate their heritage by participating in a Heritage Fair. Invite parents/guardians/family members and other classes to partake in the event.
14. Peers and teacher evaluate presentations. (Appendix 4.2)

### Assessment/Evaluation

- informal assessment of student participation in class activities and discussion
- summative assessment of poetry writing (Appendix A of ESLBO Phase 1 - Rubric for Assessing Writing)
- personal journal writing checklist (Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing)
- formative assessment of a Collage (Appendix 1.1 from ESLCO - Rubric for Assessing a Collage)
- teacher and peer evaluation of presentations (Appendix 4.2 Oral Presentation - Teacher/Peer Checklist Assessment)

### Resources

Print

Cameron, Judy, and Tracey Derwing, *Being Canadian: Language for Citizenship,* Toronto: Prentice Hall Ginn, 1998.

Fowler, H.W., ed. *The Concise Oxford Dictionary of Current English,* Oxford: Clarendon Press, 1990.

Martin, Dave, *Communicating Skills,* Scarborough: Nelson, 1998.

Parnwell, E.C. *The Canadian Oxford Picture Dictionary,* Toronto: Oxford University Press, 1997.

Wansbrough, Henry, ed. *The New Jerusalem Bible,* New York: Double Day, 1990.

Internet

http://www.pch.gc.ca Canadian Charter of Rights and Freedoms

http://www.interlog.com/~vcc/CopyOfMCA.html Canadian Multiculturalism Act

http://cicnet.ci.gc.ca Citizen and Immigration Canada

http:/www.pch.gc.ca/multi/html/framework.html Multiculturalism: Respect, Equality, Diversity

### Accommodations

- Present the key components of the *Canadian Multiculturalism Act* in simple written form.
- Limit the number of items that students present during the Heritage Fair.
- Paraphrase scripture and provide students with a copy.

### Appendices

Appendix A of ESLBO Phase 1 - Rubric for Assessing Writing
Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing
Appendix 1.1 of ESLCO - Rubric for Assessing a Collage
Appendix 4.2 - Oral Presentation - Teacher/Peer Checklist Assessment

## Activity 6: Examining Canada's Rights and Freedoms

**Time:** 150 minutes

### Description

In this section of the unit, students examine the rights and responsibilities of Canadian citizens. Through discussion, students explore these rights and come to a better understanding of the responsibilities that are attributed to these rights. Students are given the opportunity to celebrate their heritage and enhance their understanding, knowledge, and appreciation of what makes Canada unique in the world. The language foci for this activity emphasize acquiring new vocabulary, composing a short paragraph, and using short sentences to recount events and give opinions.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 3f, 7a, f, g, h, j.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.04; BREV.01; BWRV.01; BSCV.01, .02.
**Specific Expectations:** BOR1.02, .03❖, .06❖, .08❖, 2.01, .03❖; BRE1.02❖; 2.03❖, 3.02❖, .03❖; BWR1.01❖, .02❖; 2.01; 3.01❖, .02❖ .03❖, .06; BSC2.03❖.

## Planning Notes

- Possibly organize a trip for students to witness a Citizenship Ceremony.
- Possibly invite speakers on human rights to present their views on freedom of expression.
- Possibly involve students directly in human rights issues by encouraging them to volunteer their free time at a human rights association such as Amnesty International or through Big Brothers/Big Sisters organizations. Students may also organize a food drive to assist people in their community.
- Prepare a multiple-choice pencil and paper test on information regarding the Multiculturalism Act, Canada's Charter of Rights and Citizenship.

## Prior Knowledge Required

- achievement of the expectations at the ESLAO level.

## Teaching/Learning Strategies

1. Remind students to continue their search for answers to *The Great Canadian Trivia Challenge* as they proceed with the next activities.
2. Lead students in a discussion to consider what freedoms and rights should be stated as law to make an *ideal* country. Students' responses are recorded on chart paper, entitled My Ideal Country, for future reference.
3. Present a simplified version of the Canadian Charter of Rights and Freedoms (Canadian Charter of Rights: http://www.pch.gc.ca).
4. Encourage students to ask for clarification, if necessary. Introduce new vocabulary and support it with activities such as: word searches, crossword puzzles, word cloze activities, and/or matching words with meaning.
5. In a class discussion, students compare their responses from the chart entitled My Ideal Country to Canada's Charter of Rights and Freedoms. Teachers may also choose to discuss the rights and freedoms of the students' countries of origin. Depending on the composition of the class, exercise caution and sensitivity when discussing this issue. A blackboard summary of students' observations and responses may be recorded at this time, noting similarities and differences.
6. Students compose a short paragraph in their journals expressing what they believe would make an ideal country. Respond to each student's journal in written dialogue form.
7. To further investigate the rights and freedoms of Canadian citizens, present situations in which students must use these rights and freedoms to come to a resolution. The following are some examples of situations in which students develop a set of justifications for one alternative:
   - a student witnesses a peer smoking in a prohibited area
   - a student witnesses someone shoplifting
   - a student witnesses other individuals harassing a fellow student
   - a peer has borrowed his/her parent's vehicle, without permission, and does not possess a driver's license.
   - a student witnesses someone being dishonest while writing an exam
8. Assign one situation to a small group of students. Students discuss the situation and then role play a possible solution in front of the class for further discussion.
9. Students, using their knowledge of the Canadian Charter of Rights and Freedoms, work in small groups to write their own Charter of Rights for the class or school. Each group shares and discusses with the class what rights they believe might be included in this Charter of Rights. Record students' responses and, as a class, decide which rights and freedoms are to be included in this charter. Display this charter in the classroom.

10. To continue the study of the Canadian Charter of Rights, students focus on the responsibilities that come with these rights. In pairs, students illustrate an example of the responsibilities that coincide with these rights (e.g., understands and obeys the Canadian laws - obeying traffic lights). Students share their work with the class. This work may also be displayed on a bulletin board.
11. Students can then discuss ways in which they can personally contribute to our society. In small groups, students create a list of actions they can take to improve our society under the following headings:
    - Home
    - Church
    - Community
    - School
12. Each group shares their lists with the class for further discussion.
13. Introduce students to the process of becoming a Canadian citizen. A good textual resource for this can be found in the *Ontario Reader 1999* (p. 69-70). This information includes the steps needed in successfully becoming a Canadian citizen. Students may complete the comprehension and language exercises that follow, individually or in pairs, and then take up the work as a class.
14. Students complete a pencil and paper multiple-choice test on the Multiculturalism Act, Canada's Charter of Rights and Freedoms, and citizenship.

### Assessment/Evaluation

- informal assessment of student participation in class activities and discussion
- personal journal writing checklist (Appendix 6.3 - Formative Assessment for Personal Journal Writing)
- peer-and-teacher evaluation of oral presentation (Appendix 4.2 - Oral Presentation-Peer Checklist)
- summative assessment of pencil and paper test on Multiculturalism Act, Canada's Charter of Rights and Freedoms, and citizenship.

### Resources

Print

Cameron, Judy and Tracey Derwing. *Being Canadian: Language for Citizenship.* Toronto: Prentice Hall Ginn, 1998.

Fowler, H.W., ed. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.

Martin, Dave. *Communicating Skills.* Scarborough: Nelson, 1998.

Parnwell, E.C. *The Canadian Oxford Picture Dictionary.* Toronto: Oxford University Press, 1997.

Zuern, Guenther. *Ontario Reader 1999.* Toronto: Maracle Press, 1999.

Internet

Canadian Charter Of Rights
http://www.pch.gc.ca

Canadian Multiculturalism Act
http://www.interlog.com/~vcc/CopyOfMCA.html

Citizen and Immigration Canada
http://cicnet.ci.gc.ca

Multiculturalism: Respect, Equality, Diversity
http:/www.pch.gc.ca/multi/html/framework.html

Multiculturalism: Respect, Equality, Diversity
http:/www.pch.gc.ca/multi/html/context.html

### Accommodations

- Students may choose to cut out pictures from magazines to complete the activity in which they illustrate examples of responsibilities that belong to Canadian citizens.
- Present students experiencing difficulty with an oral test rather than a pencil and paper test.

### Appendices

Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing

## Activity 7: Tour of Canada

**Time:** 375 minutes

### Description

Canada is a vast nation that can be studied from many different perspectives. This activity offers students the opportunity to explore an aspect of Canada that is of some personal interest to them. Students are encouraged to work independently, and setting goals for themselves within the time frame of the activity, to submit a final product. Language skills learned and developed within this activity include skimming and scanning for information from a variety of resources, identifying key words, making a request in the form of a letter, point-form note taking, and making oral presentations.

### Strand(s) and Expectations

**Ontario Catholic Student Graduate Expectations:** 4e, 5g.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.06; BREV.05; BWRV.01; BSCV.01.
**Specific Expectations:** BOR2.02❖, 4.01❖; BRE3.01❖, .04, .05, 4.01❖; BWR1.01❖, 2.02, .03; BSC2.01❖.

### Planning Notes

- Select a broad range of resources such as computer software programs, Canadian magazines, texts and atlases, travel brochures and Internet sites for students to use throughout this activity.
- Provide students with mailing and e-mailing addresses and/or telephone numbers of provincial tourism offices and information centres. (Many are provided in *Adventure Canada.*)
- Provide supplies, such as Bristol board, markers, outline maps, etc.
- Schedule time in the school resource centre and/or computer lab to accommodate students in their research.

### Prior Knowledge Required

- achievement of expectations at the ESLAO level, specifically basic map and atlas reading and searching for information using print and media resources

### Teaching/Learning Strategies

1. Remind students to continue their search for answers to the trivia questions for *The Great Canadian Trivia Challenge,* and state the final submission date.
2. Discuss with students that Canada is a huge country that can be observed and studied from a variety of different perspectives. Students brainstorm the many ways we can "break down" Canada to get a more specific view of the country, (e.g., regions, zones, provinces/territories, etc.).

3. Allow students to consider what they would like to learn about Canada based upon their own personal interests, (e.g., students who are artistic may wish to seek out sites that they would like to draw or paint; students who are animal lovers may wish to learn about certain wildlife habitats; students who are sports enthusiasts may wish to seek out the best skiing/snowboarding sites, etc.).
4. Introduce the Tour of Canada Research Project (Appendix 4.4) and discuss specific expectations as outlined in the assignment guidelines.
5. Throughout this activity, act as a resource to students by assisting/teaching students to do the following:
   - select interesting and appropriate resources;
   - plan their presentation in a visually pleasing manner;
   - request information from private and government sources by letter or e-mail;
   - conduct an Internet search;
   - organize research information in a logical fashion;
   - write simple caption notes stating three specific points of interest (facts) per site;
   - create an enlarged map of Canada using an overhead projection;
   - apply appropriate mapping skills to their final product;
   - seek out visuals and graphics that may enhance their work;
   - access specific tools and capabilities of computer programs such as research organizers, Internet links, pictures and graphics, virtual tours, audio and animation clips, etc.
6. When the project is complete, students present their particular research topic to the class. Peers and teacher evaluate presentations. ***Note**: Be very flexible in setting final presentation and submission dates for this assignment to allow students time to receive information from outside sources.
7. To conclude the entire activity, students and teachers take up *The Great Canadian Trivia Challenge* allowing students to add further trivia knowledge they learned throughout the unit, possibly leading to the production of a student-generated Trivia Challenge on Canada.

### Assessment/Evaluation

- summative assessment of final independent research project (Appendix 6.2)
- peer-and-teacher evaluation of oral presentation (Appendix 4.2)
- informal/anecdotal assessment of students time management and research process skills
- mapping skills assessment checklist (Appendix 4.3)

### Resources

#### Computer Reference Programs

*Adventure Canada.* Virtual Reality Systems, Inc. 1996.

*Wide World of Animals.* Creative Wonders Multimedia Corporation. 1995.

*Canadian Encyclopedia.* McClelland and Stewart, 1999.

*Encarta Encyclopedia Deluxe*. Microsoft, 1999.

#### Print

Cartwright, Fraser, Gary Birchall, and Gerry Pierce. *Contact Canada.*Toronto: Oxford Press, 1996.

Massey, Don and Patricia N. Shields. *Canada: Its Land and People.* Edmonton: Reidmore Books Inc., 1995.

#### Information Booklets

*Ontario Discovery Guide.* Ontario Tourism: Ministry of Economic Development, Trade and Tourism. 1999.

Similar Discover Guides from other provinces (addresses given in appendix of *Adventure Canada*)

## Accommodations

- This activity has built-in accommodations allowing students to work at their own pace and comfort level with computers and other resource materials on a topic of personal interest to them.
- Encourage some students to create an additional video, travel brochure, or newspaper promotion/advertisement to accompany the project on their chosen tour.
- Be more flexible in the final evaluation of the project for some students.

## Appendices

Appendix 4.4 - Tour of Canada - Research Project
Appendix 4.5 - Tour of Canada - Research Project Topic Selections
Appendix 4.2 - Oral Presentation - Teacher/Peer Checklist Assessment

# Unit 5: Media: Exploring Newspapers

**Time:** 20 hours

**Unit Developer(s)**

Jamie Finan, Durham Catholic District School Board
Christina Maschas-Hammond, Peterborough, Victoria, Northumberland, Clarington Catholic District School Board
Mary Adelle Patterson, Durham Catholic District School Board

**Development Date:** May-August, 1999

## Unit Description

Media Literacy serves a dual purpose: developing fluency in language and forming a relevant social context. This unit shows students how to use newspapers to become knowledgeable about current events and discover information about their community and the world at large. Personal and creative expression is encouraged. Students investigate format, content, style, and vocabulary used in newspapers. In the process, students learn to make ethical decisions about major social, political, and economic issues. Students continue to strengthen their skills in oral, written, and visual communication. Students are encouraged to become lifelong learners, developing and demonstrating their God-given potential.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2b, e; 3c, d; 4g.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.01, 04, .06; BREV.02, 04; BWRV.01, .03; BSCV.01.
**Specific Expectations:** BOR1.01, .02, .03, .06, .08, 2.04; 3.03; 4.01; BRE1.02, 2.02, .03; 3.01, .03, 4.01; BWR1.01; 2.02, .03, .04, 3.01, .02, .03, .05, .06; BSC1.05; 2.01, .04.

## Activity Title

| | | |
|---|---|---|
| Activity 1 | Exploring the Newspaper | 375 minutes |
| Activity 2 | Exploring People in the World | 225 minutes |
| Activity 3 | Exploring the Catholic Faith | 225 minutes |
| Activity 4 | Exploring your Community | 150 minutes |
| Activity 5 | Exploring the Arts | 225 minutes |

## Unit Planning Notes

A variety of newspapers such as, local, national, religious, and first language newspapers should be provided daily for students throughout this unit. Ensure that the articles they collect for the activities presented in this unit meet students' abilities and interest. Refer to Individual Education Plans and modify unit activities and expectations to accommodate these students' needs. Students should be permitted to use first and second language dictionaries, bilingual dictionaries, and electronic translators for all activities. Exercise caution and sensitivity when choosing materials to make certain that they are free of bias. All cultural and social differences within the class should be taken into account. Assist students to see the connections between gospel values and the literature presented in this unit. Teachers may wish to have the class visit a local newspaper and/or invite a reporter, editor, photographer, or columnist to visit the class. The staff from the school paper would also be an excellent resource. Prior to their visit, students should be familiar with content, features, and procedures for gathering news and the roles of staff members. Inquire about the school's program to recycle the newspapers once students have finished using them. Prepare graphic organizers to support learning strategies in this unit or browse the Durham Catholic District School Board web site for prepared graphic organizer at www.durhamrc.edu.on.ca.

*End of Unit Project*

Throughout this unit students create, write, and edit articles, letters, editorials, advertisements, and comics. The goal of this unit is for the students to use their work and create a newsletter to be available for others to read. The software *Microsoft Publisher* provides students with a template for producing a newsletter. To facilitate the process, and for support, students work in the same groups of three throughout the unit and together produce one newsletter. Students experiencing difficulty may be part of a group in which students are linguistically stronger. Some of the activities for the newsletter require one entry per group; other assignments include entries from all three students. Students work in all stages of the writing process is to be kept in one portfolio per group. All final entries should be typed using the columns format and be as free of errors as possible. A class period at the end of the unit is allotted for assembly of the newsletters.

## Prior Knowledge Required

Achievement of expectations at the ESLAO level. Specific language and literacy skills required for this unit include: constructing simple declarative, interrogative, and imperative sentences; writing compositions of personal relevance; creating individual and group language-experience stories; using dictionaries to clarify word meaning; and using some key reading strategies for decoding and comprehension.

Students are to be able to compose a short paragraph containing simple and compound sentences, common verb tenses, adjectives, adverbs, and some conjunctions. An awareness of current social issues as presented in the media and knowledge of gospel values would be advantageous. If computer and Internet resources are to be incorporated into the unit, a basic knowledge of keyboarding and Internet search techniques is essential. A basic understanding of the writing process and dictionary/thesaurus use is necessary.

## Teaching/Learning Strategies

Teaching/learning strategies to be used within this unit include: co-operative learning strategies, brainstorming, identifying key words, using pronouns to formulate simple questions, answering simple comprehension questions, personal journal writing, letter writing, note taking, using graphic organizers, oral reading, interviewing, expressing ideas in small group and class discussions, reporting, making oral presentations, using technology, peer editing and proofreading, and student-teacher conferencing.

## Assessment/Evaluation

- teacher observation of students' in-class participation to monitor progress
- student-teacher conferencing to observe students' academic growth
- self-and-peer editing assessment of writing activities - Appendix 6.4 (Self/Peer Editing Checklist)
- personal journal writing checklist - Appendix 6.3 (Formative Assessment Checklist - Personal Journal Writing)
- content, completeness and organization of writing activities - Appendix A of ESLBO Phase 1 (Rubric for Assessing Writing)
- formative assessment of collage – ESLCO - Appendix 1.1 (Rubric for Assessing a Collage)
- formative assessment of advertisement, comic strip and cartoon - Appendix 5.1 (Formative Assessment- Advertisement/Comic Strip/Cartoon)
- summative assessment of newsletter - Appendix 5.2 (Rubric for Assessing a Newsletter)
- summative test to assess comprehension of vocabulary specific to the unit

## Resources

Print

local, national, first language newspapers

Fowler, H.W., ed. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.

Lubman, Daniel. *Canadian Dictionary or English Learners.* Don Mills: Addison - Wesley, 1987.

Martin, Dave. *Communicating Skills.* Scarborough: Nelson, 1998.

Parnwell, E.C. *The Canadian Oxford Picture Dictionary.* Toronto: Oxford University Press, 1997.

Wansbrough, Henry, ed. *The New Jerusalem Bible.* New York: Double Day, 1990.

Internet

http://www.globeandmail.com
Globe and Mail

http://www.nbpub.nb.ca
Newspapers in Education

www.lfpress.com
Newspaper In Education: The London Free Press

http://www.catholicregister.org
The Catholic Register

http.www.nytimes.com
The New York Times

http:www.thestar.com/classroom/
The Toronto Star (Education Dept.)

http:www.torontostar.com/
The Toronto Star

## Activity 1: Exploring the Newspaper

**Time:** 375 minutes

### Description

In this portion of the unit, students use the newspaper as a vehicle to explore the world around them. Newspapers give students the opportunity to use and integrate the Catholic faith tradition in the critical analysis of current social issues. Students learn to use this tool as a life-long source of information. Students are introduced to relevant terminology and through various activities become familiar with the layout of the newspaper. Teachers may choose to complete all or some of the activities presented. The language focus for this section of the unit is on the correct usage of adjectives, vocabulary, and idioms; present and past verb tenses; pronouns; capitalization; punctuation; and the construction of short sentences and phrases to recount events and give opinions.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2b,e, 3c.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.01, .04, 06; BREV.02; BWRV.01, .03; BSCV.01.
**Specific Expectations:** BOR1.02, .03, .06❖; .08, 2.04; 4.01❖; BRE1.02❖; 2.03; 3.01; BWR2.02❖; 3.01❖, .02❖, .03❖, .05, .06; BSC1.05.

## Planning Notes

- Teachers are encouraged to select activities that are best suited for their class.
- Provide students with a variety of daily newspapers.
- Collect a variety of newspaper articles ensuring that the reading and comprehension levels meet students' needs and abilities.
- Prepare a cloze activity to determine acquisition of newspaper terminology such as: headline, deadline, caption, lead, copy, bylines, classified, etc.
- Use a computer to demonstrate how to use the column format to write entries for a newsletter including font, size, and colour.
- Create three to five different scenarios of possible events (e.g., accident on the highway, a fire at a shopping mall, a neighbour saves a dog). Scenarios are to include: date, location, incident, reason, and consequences. Example:
  Date: December 25, 1999
  Location: Courtice, Ontario
  Incident: fire in an apartment building, neighbour saves young child
  Reason: candle left burning near curtains
  Consequences: $1,000,000.00 in damages, child survives
- Collect unfamiliar objects to be given to students for an activity on advertising (corkscrew, a piece from a broken household appliance).

## Prior Knowledge Required

- achievement of expectations at the ESLAO level.
- some familiarity with current social issues.

## Teaching/Learning Strategies

*Introduction to the Newspaper*

1. As an introduction to the unit, generate interest in newspapers by presenting a riddle to the students. One clue per day can be given to the students a week prior to the beginning of this unit
   - Day 1: What keeps you informed about the world?
   - Day 2: What gives you advice?
   - Day 3: What can be found everywhere you go?
   - Day 4: What provides you with information about your community?
   - Day 5: What provides you with easy access to entertainment?
2. Direct students to keep a daily log of any new vocabulary they encounter in their readings, paying particular attention to word forms/word families and idioms/expressions that are present in the newspaper articles (e.g., classify-classified, editor-editorial).
3. To begin this unit, introduce vocabulary related to the newspaper and provide a cloze activity to determine vocabulary acquisition.
4. *Becoming Familiar with the Newspaper* - Lead students in a discussion about the different sections of the newspaper. Present groups of three a variety of previously selected short newspaper articles to be sorted under the following headings:
   - news and events
   - sports
   - religion
   - entertainment

   Students compare and discuss their findings within the group and then as a class.

5. To further familiarize students with the sections of the newspaper, have them examine the newspaper, paying close attention to the layout, formats, and style. Some questions for students may include:
   - What first captures your attention when looking at the newspaper?
   - What type of font size and style is most effective?
   - What section of the newspaper do you think people read first? Why?
   - In which section of the newspaper do you find information about your community and the world?

   Record students' responses and observations on a blackboard or overhead at this time.
6. As a follow up to this discussion, students participate in a Scavenger Hunt. In groups of three they use the newspaper to locate the following items:
   - a beautiful picture;
   - an advertisement for a new movie release;
   - a recipe;
   - a comic strip with an animal;
   - the day's weather;
   - a letter.

   Students cut out these items and share their findings with the class.
7. For this next activity, inform students that they are to imagine being stranded on a deserted island with just a bottle, a single sheet of paper, paste, and a newspaper. Explain that they are going to write a "message in a bottle". Discuss with students the type of font, the size, and colour used in newspapers. With student assistance, model writing a message, consisting of three to five sentences, to a friend or family member. Use the print found in newspapers to paste together their sentences. Students are then asked to cut out words from the newspaper to create a message and paste it onto paper cut in the shape of a bottle. Teachers can display these messages on a bulletin board.
8. *End of Unit Project: Newsletter* - Present the details of the Newspaper Project to be submitted at the end of this unit, as indicated in the unit planning notes. Students stay in their assigned groups of three for this project. Use a computer to demonstrate how to use the column format in word processing to write and edit entries for the newsletter, as well as adding graphics to embellish the work. The final copy of these entries are to be cut and pasted together and then photocopied to create a newsletter at the end of the unit.
9. *Working with the Newspaper* - Review the 5 W questions (who, what, where, when, and why) and their importance in writing informative articles. Give a copy of a short pre-selected news article to each student. Focus in on the headline of the article and elicit suggestions of the content from the students. Indicate that headlines are often incomplete sentences, using short words and usually include those who are involved and what occurred. Students read this article twice. The first reading is to be without interruption; the second reading is to ensure comprehension and explanation of unfamiliar vocabulary. Students are directed to look back on the article and underline the answers to the 5 W's. Students share their results with the class to ensure proper identification of the 5 W's. This activity may be repeated with a different article.
10. Present students with details of an event (see planning notes). Model sentence formation and sequence of thought to construct a simple paragraph noting the standard conventions required in article writing, such as capitalization and punctuation. In their groups of three, students are given the scenario of an event and compose their own news article, using the model as an example. This article should include a headline and the answers to the 5 W questions.
11. Conference with students to indicate necessary revisions to be made to the article, offering explanations for changes and suggestions to improve students' writing, where appropriate.
12. Students rewrite their article in draft form to be submitted for evaluation. Students then make corrections for the last time so that the article is free of errors. Students type their article and keep it in their portfolio to be included as part of the newsletter.

13. *Exploring the different sections of the newspaper* - Advertisements: Advertisments are key features in newspapers. Instruct students to collect examples of advertisements for discussion. Students evaluate what they liked best/least and the criteria (cost, availability, use) stated in advertisements. Record their answers on chart paper for future reference.
14. Give groups of three students an unfamiliar object. Students discuss what it is, and its use, and give it a name. Considering the information from the chart and using the sample advertisements, students create an advertisement for the item. Instruct students that this advertisement is to be included in the newsletter and should be an appropriate size.
15. Conference with students to discuss necessary revisions to be made to the advertisement, offering explanations for changes and suggestions to improve students' writing, where appropriate. Students make corrections so that the advertisement is free of errors and submit their final draft for evaluation. Student's advertisement is kept in his/her portfolio, so that it can be added to the newsletter at the end of the unit.
16. Classifieds: To examine the classified section, inform students that they are to imagine that they have won the lottery. The prize is $1,000,000.00. Groups of three students choose items from the classified section on which to spend this money (e.g., a house, car, and furnishings). Students cut out the classified ad about the items they wish to buy and create a collage. Each group presents their findings to the class.
17. Comics: The next section to explore is the comics. Give students the opportunity to review comic strips. Instruct students to role play their favourite comic strip character in front of a small group. The group attempts to identify the character. Students can use descriptive vocabulary to enhance their role play.
18. Present students with a comic strip in which the dialogue in the balloons has been removed. Groups of three students record what they think was the dialogue.
19. Conference with students to discuss necessary revisions to the comic strip. Students make corrections so that the comic strip is free of errors and submit their final draft for evaluation. Students' comic strip is kept in their portfolio, so that it can be added to the newsletter at the end of the unit.
20. Following this activity, students create their own comic strip. Brainstorm with students a list of ideas for comic strips (e.g., arriving late for an exam, falling asleep in class). Choose one idea and create a comic strip. Each student in the group is then instructed to create a comic strip consisting of a sequence of three pictures and the corresponding dialogue.
21. Conference with students to indicate necessary revisions to be made to the comic strip.
22. Students make corrections so that the comic strip is free of errors and submit their final draft for evaluation. Student's comic strip is kept in his/her portfolio, so that it can be added to the newsletter at the end of the unit
23. Editorial: To further their examination of the newspaper, give each student a copy of an editorial. The editorial from the school paper would be a good resource. Have students read this editorial twice. The first reading is to be without interruption; the second reading is to ensure comprehension and explanation of unfamiliar vocabulary and expressions. Lead students in a discussion regarding the issue of the article by having students consider the following questions:
    - What has been discussed?
    - What facts do the writer use?
    - What does the writer think about the facts?
    - What is your opinion?

Create with students a list of current issues that concern the school community or the community at large (e.g., uniforms, open dances, smoking, recycling). Choose one issue and model it for the students how to write a simple editorial by answering the following questions:

- What is the issue?
- What is your opinion?
- Give two to three reasons to justify your point of view.

Groups of three students choose one of the issues from the list above and write a simple composition of their own using the same questions.

24. Conference with students to discuss necessary revisions to be made to the editorial.
25. Students make the necessary corrections so that their editorial is as free of errors as possible and submit their final draft for evaluation. Students type their editorial using the column format and keep it in their portfolio, so that it can be added to the newsletter at the end of the unit.

## Assessment/Evaluation

- informal/anecdotal assessment of in-classroom participation and behaviour
- informal/anecdotal assessment of student-teacher conferences
- formative assessment of writing activities - Appendix A of ESLBO Phase 1 (Rubric for Assessing Writing)
- formative assessment checklist for collage - Appendix 1.1 of ESLCO (Rubric for Assessing Collage)
- formative assessment checklist for an advertisement, a comic strip, and a cartoon - Appendix 5.1 (Formative Assessment Checklist-Advertisement/Comic Strip/Cartoon)
- peer-and-teacher evaluation of oral presentation (Appendix 4.2 - Oral Presentation - Teacher/Peer Checklist Assessment)

## Resources

### Print

local, first language and Nnational newspapers

Catholic Register

Fowler, H.W. Ed. *The Concise Oxford Dictionary of Current English* Oxford: Clarendon Press, 1990.
Martin, Dave. *Communicating Skills,* Scarborough: Nelson, 1998.

Parnwell, E.C. *The Canadian Oxford Picture Dictionary,* Toronto: Oxford University Press, 1997.

### Internet

The Globe and Mail
http://www.globeandmail.com/

Newspapers in Education
http://www.nbpub.nb.ca

The Catholic Register
http://www.catholicregister.org

The New York Times
http.www.nytimes.com

The Toronto Star (Education Dept.)
http: www.thestar.com/classroom/

The Toronto Star
http:www.torontostar.com/

### Accommodations

- Transcribe responses for students who are experiencing difficulty with the writing process.
- Some students may choose to cut characters from comic strips and place them in their own strip.
- Support use of newspaper items with visuals such as TV Clips or *Maclean's* magazines.

### Appendices

Appendix A of ESLBO Phase 1 - Rubric for Assessing Writing
Appendix 1.1 (from ESLCO) - Rubric for Assessing a Collage
Appendix 4.2 - Oral Presentation-Peer Checklist
Appendix 5.1 - Formative Assessment Checklist - Advertisement/Comic Strip/Cartoon

## Activity 2: Exploring People in the World

**Time:** 225 minutes

### Description:

Many features in newspapers assist people in developing a better understanding of themselves and of others. The following activities in this section of the unit use newspapers as a source of information for everyday living. Students discover contributions to our society made by others. They are involved in activities to seek out advice and learn about sports and travel. Use all or some of the activities presented. The language structures to be emphasized for this section are the correct usage of present and past tense, vocabulary, interrogative pronouns, idioms, capitalization, punctuation, and forming questions.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2b,e, 3c, d, 4g.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.01, .04, 06; BREV.02, 04; BWRV.01, .03; BSCV.01.
**Specific Expectations:** BOR1.02, .06❖; 2.04; 4.01❖; BRE1.02❖ 2.02, .03; 3.01❖, .03❖; BWR1.01❖; 2.02❖; .03, 3.01❖, .02❖, .03❖, .05, .06❖, BSC1.05❖.

### Planning Notes

- Provide students with a variety of daily newspapers.
- Continue to encourage students to record unfamiliar vocabulary in their vocabulary log.
- Collect examples of newspaper articles that meet the reading and comprehension levels of the students.
- Assist students in locating tape recorders to be used for interviewing assignment.
- Establish a bank of letters written to advice columnists.
- Inform coaching staff that they may be approached for an interview.

### Prior Knowledge Required

- achievement of expectations at the ESLAO level.
- some familiarity with current issues.
- some familiarity with note-taking.

## Teaching/Learning Strategies

*Today's Youth*

1. To begin this portion of the unit, lead students in a discussion about why young people might be featured in a newspaper. Present students with examples of articles about people their own age. Expand the topic by having students consider the following questions:
   - How are these young people like the students in this classroom?
   - How are they different?
2. Model note taking while recording students' answers on chart paper. Model writing a simple five to eight sentence composition using responses from the chart. Students copy the composition as an example for the next task.
3. Instruct students to interview a parent/guardian or a family member using the following questions:
   - How were the youth of their parents' generation like the youth of today?
   - How are they different?
   - What do the groups have in common?

   Students tape record their conversation to facilitate their note taking of the person's responses and also as a reference for writing their own simple composition of four to six sentences in their journals. Students should have the opportunity to peer edit their work and conference with the teacher.
4. *People to Admire*

   Read students an article about a well-known person and discuss the type of information the writer included to assist the reader in developing a better understanding of the person. Have students read this article twice. The first reading is without interruption, the second reading is for explanation of unfamiliar vocabulary and expression. Expand on this topic by brainstorming with students a list of people they admire for their achievements. (Pope John Paul, Mother Teresa, Gandhi) Discuss the values, abilities, aspirations, and special qualities that make these people unique. Choose one person from the list and model writing a five-sentence composition addressing the following questions:
   - Who is the person you admire?
   - What qualities do you appreciate about this person?
   - How has this person helped the Christian community?

   Students then choose a person, other than the individual used by the teacher as a model for writing the composition, from their list or someone of their choice and write a five-sentence composition addressing the same questions. Students can conclude this composition by including ways in which they contribute to their community.
5. Students peer-edit, prior to submitting their work. (Appendix 6.4 - Self/Peer Editing Checklist)
6. *Helpful People*

   Teachers present students with a variety of advice columns (e.g., personal, religious, gardening, medical information or cleaning tips). Discuss the various locations of these columns in newspapers. For this activity, model how to write a letter to respond to an advice-seeking writer. Teachers can choose to read several questions and continue to model the writing responses.
7. Each student receives their own letter stating a problem and explains what they believe would be the best answer by writing a response based on the teacher model.
8. Conference with students to indicate necessary revisions to be made to their first draft.
9. Students make corrections and submit their final draft for evaluation. Students then make any corrections so that the final copy for the newsletter is as free of errors as possible. Students type this letter using the columns format and keep it in their portfolio to be added to the newsletter at the end of the unit.
10. An alternative to the use of letters to an advice columnist would be to have students in pairs, write three to five questions each and then exchange them for the responses.

11. *Athletes*
    Many students enjoy reading the sports section of the newspaper. Discuss which sports are popular in Canada and which sports are popular in their own country. Students can speculate as to why different sports are more popular in different countries. Elicit from students possible questions reporters ask athletes. Students' responses are recorded on chart paper and a bank of questions is created.
12. Review with students the proper use of quotation marks to be used in their interview article.
13. Depending on which sports are being played during the semester of this unit, explain to students that they are to arrange an interview with a member of a sports team or a coach during their free time. Each student in the group chooses and copies five questions from the chart and uses those questions for the interview. This interview is to be recorded on tape to facilitate students in writing a short article.
14. Conference with students to indicate necessary revisions to be made to the article.
15. Students rewrite their article in final draft form to be submitted for evaluation.
16. Students then make any other corrections so that the article is free of errors. Students type their article and keep it in their portfolio to be included as part of the newsletter.
17. *Meeting New People*
    Next, students explore, with guidance, the travel section of the newspaper. Point out the specifics that are included in the advertisements (dates, destination, transportation, cost, accommodations, and what facilities and meals are included). Students' observations are recorded on the blackboard. Instruct students to choose a destination for a trip they would recommend. Students then create an advertisement to publicize the trip, making sure to include the specifics of this trip as previously noted. Each student in the group is to create an advertisement for their newsletter. Teachers remind students of the dimensions of this advertisement. Students may use their own experiences to create this advertisement (e.g., a student from Greece may highlight some of the Greek Islands for a cruise).
18. Students peer-edit and conference with the teacher prior to submitting their work for evaluation.
19. Students make any corrections and keep their advertisements in their portfolios to be included in the newsletter at the end of the unit.

## Assessment/Evaluation

- informal/anecdotal assessment of in-classroom participation and cooperation
- teacher/student conferences to assess students progress
- rubric for Assessing Writing for writing activities (Appendix 1.1)
- formative Assessment Checklist - Personal Journal Writing (Appendix 6.3)
- self/Peer Editing Checklist (Appendix 6.4)
- formative Assessment Checklist - Advertisement/Comic Strip/Cartoon (Appendix 5.1)

## Resources

Print

local, first language, and national newspapers

Fowler, H.W., ed. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.
Martin, Dave. *Communicating Skills.* Scarborough: Nelson, 1998.

Parnwell, E.C. *The Canadian Oxford Picture Dictionary.* Toronto: Oxford University Press, 1997.

Internet

http://www.globeandmail.com/
The Globe and Mail

http://www.nbpub.nb.ca
Newspapers in Education

www.lfpress.com
Newspaper In Education: The London Free Press

http:/www.catholicregister.org
The Catholic Register

http.www.nytimes.com
The New York Times

http:www.thestar,com/classroom/
The Toronto Star (Education Dept.)

http:www.torontostar.com/
The Toronto Star

### Accommodations

- Reduce the number of journal entries for some students or simply have students verbalize their thoughts and feelings about each journal topic or tape record their responses.

### Appendices

Appendix A - of ESLBO Phase 1 - Rubric for Assessing Writing
Appendix 5.1 - Formative Assessment Checklist - Advertisement/Comic Strip/Cartoon
Appendix 6.3 - Formative Assessment Checklist-Personal Journal Writing
Appendix 6.4 - Self/Peer Editing Checklist

## Activity 3: Exploring the Catholic Faith

**Time:** 225 minutes

### Description

As teachers, we encourage students to think reflectively and creatively and to be good problem solvers by making decisions in light of gospel values and with an informed, moral conscience. Newspapers are a rich source of information for students to explore issues in their community, country, and the world at large. Newspapers often provide information that explains both sides of an issue. With this information, students can propose informed solutions, weighing both the advantages and disadvantages. The language structures emphasized for this section of the unit are adjectives, vocabulary and the use of idioms, capitalization, punctuation, and the use of customary stress and intonation patterns to emphasize meaning and expression.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2e, 3c, d.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BOR.01, .04, .06; BRE.04; BWR.01, .03; BSC.01.
**Specific Expectations:** BOR1.02, .06❖; .08❖, 2.04; 4.01❖; BRE1.02❖; 3.01❖; 4.01❖, BWR2.03; .04, 3.01, .02, .03, .05, .06❖; BSC.05❖.

### Planning Notes

- Provide students with a variety of daily newspapers.
- Collect examples of newspaper articles relating to local and international issues that ensure the reading and comprehension levels of the students are being met.
- Continue to encourage students to record new vocabulary in their vocabulary logs.
- Collect magazines for use in an activity.

## Prior Knowledge Required

- achievement in expectations at the ESLAO.
- familiarity with gospel values.

## Teaching/Learning Strategies

*Christian Living*

1. Review the Ten Commandments with students and discuss how they shape the way we interact with each other (Exodus 20.1-17.). Groups of three students create a cartoon, similar to an editorial cartoon, that depicts a commandment being kept and another cartoon in which the same commandment is being broken.
2. Conference with students to indicate necessary revisions to be made to the comic strip.
3. Students make corrections so that the cartoon is free of errors and submit their final draft for evaluation. Student's cartoon is kept in his/her portfolio, so that it can be added to the newsletter at the end of the unit.
4. *Making Choices*
   Choices are often an integral part of our life. Ask students to recall the number of choices they have made in the last 24 hours. Students can record a list of their choices in their personal journals. Students may share this information with a partner. To continue focussing on the decision-making process, each group of three is presented with a different situation that requires students to choose between two alternatives. In each situation, students develop a set of justifications for one alternative. Examples of situations could be:
   - a student chooses between studying for a test the next day or going to the movies with friends.
   - a student witnesses a peer destroying school property and must decide if he/she are to report the incident.
   - a student witnesses a peer spreading rumours about a friend and must decide whataction to take.

   Each group creates a skit to role play the situation and presents both points of view to the class for further discussion.
5. *Resolving Conflicts*
   To continue exploring the process of resolving conflicts, have students participate in discussions regarding international and local issues. Teachers pre-select and read one newspaper article about a dispute. This article is read twice. The first reading is without interruption. The second reading is for comprehension and explanation of unfamiliar vocabulary and idioms. Students discuss both sides of the issue. Record responses from the students on the blackboard or overhead in a chart format, listing the name of the persons or groups involved in conflict, what occurred for each side, reactions to the incident, any possible solutions, and the advantages/disadvantages to this solution.
6. In their groups of three, students read an article previously selected by their teacher, and with guidance, create a similar chart to examine the issue. Students present their findings to the class, by retelling the issue in their own words and reflecting on a possible solution.
7. *Christian Values*
   Create a list of adjectives that represent Christian values. (honest, respectful, generous)
8. Students choose five to ten adjectives that they strive to achieve and create a collage using pictures from newspapers and magazines that depict these adjectives. Collages can be displayed on a bulletin board and shared with the class.

## Assessment/Evaluation

- informal/anecdotal assessment of in-classroom participation and co-operation.
- formative Assessment Checklist - Advertisement/Comic Strip/Cartoon (Appendix 5.1)
- peer and teacher evaluation of role play - Teacher/Peer Checklist Assessment (Appendix 4.2)
- formative assessment of a collage from ESLCO - Rubric for Assessing a Collage (Appendix 1.1)

### Resources

Print

local, national and first language newspapers

Fowler, H.W., ed. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.
Martin, Dave. *Communicating Skills.* Scarborough: Nelson, 1998.

Parnwell, E.C. *The Canadian Oxford Picture Dictionary,* Toronto: Oxford University Press, 1997.

Wansbrough, Henry, ed. *The New Jerusalem Bible.* New York: Double Day, 1990.

Internet

The Globe and Mail
http://www.globeandmail.com/

Newspapers in Education
http://www.nbpub.nb.ca

The Catholic Register
http://www.catholicregister.org

The New York Times
http://www.nytimes.com/learning/

The Toronto Star (Education Dept.)
http://www.thestar.com/classroom/

The Toronto Star
http://www.torontostar.com

### Accommodations

- Substitute puppetry for role playing for students who are apprehensive about acting in front of the class.

### Appendices

Appendix 5.1 - Formative Assessment Checklist - Advertisement/Comic Strip/Cartoon
Appendix 1.1 of ESLCO - Rubric for Assessing a Collage
Appendix 4.2 - Oral Presentation - Teacher/Peer Checklist Assessment

## Activity 4: Exploring Your Community

**Time:** 150 minutes

### Description

The newspaper is the best source of information for students about their community. Students who learn what the newspaper has to offer are on their way to becoming lifelong learners. The activities in this portion of the unit enable students to use the newspaper as a source of information. Much of the information students require for this portion of the unit is found in the local news section and advertisements. The language focus for this section is vocabulary development and idioms, capitalization, and punctuation.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2b,e.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.01, .04, .06; BREV.04; BWRV.01, .03; BSCV.01.
**Specific Expectations:** BOR1.02, .06; 4.01❖; BRE1.02; 2.03; 3.01❖; 4.01❖; BWR1.01❖; 2.03; 3.01, .02❖, .03, .05, .06; BSC2.01, .04.

## Planning Notes

- Provide students with a variety of daily newspapers.
- Encourage students to record new vocabulary in their vocabulary logs.
- Obtain information on careers through the guidance department.

## Prior Knowledge Required

- achievement of expectations at the ESLAO level

## Teaching /Learning Strategies

*Advertisements: A Reflection of your Community*

1. Discuss the function of newspaper advertisements. Explain that advertisements reflect the community. Continue the discussion by asking what impression a newcomer develops from these ads. Record students' answers on the blackboard or overhead.
2. To continue the topic of advertisements, instruct students to imagine that a friend is coming to visit for the weekend. Students plan interesting activities to do with their friend using these advertisements. Students list the activities and the expenses for the weekend as a journal entry. Teachers may choose to limit their spending by assigning a budget.
3. *Career Opportunities in your Community*
   Direct students to the career and/or classified section of the newspaper. Students discuss what types of job advertisements are present in their communities at the present time. Record student responses on chart paper. Provide students with information, available from the guidance department, on different jobs and careers. Each student in the group researches a job of their choice and creates a Want Ad using the information from their research. Students may use the resource centre or the materials from the Guidance Department for their research. The Want Ad should include the following:
   - the employer's name;
   - title of position available;
   - a job description;
   - qualifications;
   - salary;
   - address to send resumes.
4. Conference with students to discuss necessary revisions to be made to the advertisement.
5. Students make corrections so that the advertisement is free of errors and submit their final draft for evaluation. Students' advertisement is kept in their portfolio, so that it can be added to the newsletter at the end of the unit.

## Assessment/Evaluation

- formative Assessment Checklist - Personal Journal Writing (Appendix 6.3)
- informal/anecdotal assessment of in - classroom participation and co-operation
- formative assessment checklist - Advertisement/Comic Strip/Cartoon (Appendix 5.1)

### Resources

Print

local, national and first language newspapers

Fowler, H.W., ed. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.
Martin, Dave. *Communicating Skills.* Scarborough: Nelson, 1998.

Parnwell, E.C. *The Canadian Oxford Picture Dictionary.* Toronto: Oxford University Press, 1997.

Internet

The Globe and Mail
http://www.globeandmail.com/

Newspapers in Education
http://www.nbpub.nb.ca/NIE/

The Catholic Register
http://www.catholicregister.org

The New York Times
http.www.nytimes.com/learning/

The Toronto Star (Education Dept.)
http://www.thestar.com/classroom/

### Accommodations

- Provide simplified information regarding careers.

### Appendices

Appendix A - of ESLBO Phase 1 - Rubric for Assessing Writing
Appendix 5.1 - Formative Assessment Checklist - Advertisement/Comic Strip/Cartoon

## Activity 5: Exploring the Arts

**Time:** 225 minutes

### Description

In this section, students explore the arts and entertainment section of the newspaper. Students use and integrate the Catholic faith tradition to critically analyse the arts. They learn what musicals, theatre, movies, and literature are available to them. The language focus for this section is vocabulary, idioms, the correct usage of present and past tenses, capitalization, and punctuation.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2,e, 3d.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BORV.01, .04, .06, BREV.04, BWRV.01, .03; BSCV.01.
**Specific Expectations:** BOR1.02, .06❖, 2.04❖, 4.01❖; BRE1.02, 2.03❖, 3.03❖; BWR1.01❖, 2.02❖, .03❖, .04❖, 3.01, .02❖, .03 .05, .06❖; BSC1.05❖, 2.01❖.

### Planning Notes

- Provide students with a variety of daily newspapers.
- To conclude the unit, use the last period for students to assemble their newspaper projects.
- At the end of this activity, students submit their newsletters for evaluation. Inform students of this deadline.

- Select a date and inform students that they will be given a pencil and paper test on vocabulary presented in this unit.
- Provide students with a blank newsletter paper to be used in the assembly of their project.

### Prior Knowledge Required

- achievement of expectations at the ESLAO level

### Teaching/Learning Strategies

*Exploring the Arts:*

1. Invite students to think about performing and visual artists. Have students identify the different forms of entertainment they know. Students gather pictures and advertisements related to the arts and entertainment. Groups of three students sort the pictures according to these categories: performers, artists, theatre, dance, movies, musicals, and literature. Teachers lead students in a discussion about which art form they prefer and why. Teachers emphasize the abilities the artists must have and the work they must do to excel in their fields. Students write a journal entry based on the following questions:
   - Which type of entertainment do you prefer?
   - Who is your favourite performer?
   - What qualities do you admire and why?
2. *Stating your Opinion:*
   Invite students to share how they decide which movie to see. Discuss if other people's opinions influence their choices. Explain that there are people called reviewers who write about film and literature. Reviewers usually describe the movie and then give their opinion. Assist students to locate a review in the newspaper. Pre-select a review and provide students with a copy. Read the article aloud twice. The first reading is without interruption; the second reading is to ensure comprehension and explanation of unfamiliar vocabulary and expressions. Lead students in a discussion highlighting what the story line was about and what the critic liked and disliked about the movie. Record students' comments and observations on the blackboard.
3. As a follow up, each student in the group is instructed to watch an age appropriate 30 minute TV program and write a simple review of five to eight sentences. Students are to consider the following questions:
   - What is the story line?
   - What did you like the best?
   - What did you like the least?
   - Would you recommend this program? Why/why not?
4. Conference with students to indicate necessary revisions to be made to the review.
5. Students make the necessary corrections so that their review is as free of errors as possible and submit their final draft for evaluation. Students type their review using the column format and keep it in their portfolio, so that it can be added to the newsletter at the end of the unit.
6. Students complete a pencil and paper vocabulary test and submit the test for evaluation.
7. *Assembly of the Newsletter*
   Students bring their portfolios, all work completed and ready for assembly, to the final class period. Students work in their groups of three, cutting and pasting their entries onto a blank piece of paper. Students concentrate on creativity, neatness, originality, and layout. If all activities were completed, the following list indicates what is expected in each of the newsletters:
   - 1 news article;
   - 1 comic strip with the bubbles completed;
   - 1 advertisement;
   - 3 comic strips (original);

- 1 editorial;
- 3 advice-giving letters;
- 3 sports articles;
- 3 travel advertisements;
- 3 job want ads;
- 3 TV reviews.

8. Students photocopy their work with teacher assistance and submit their newsletters for final evaluation. (Appendix 5.2 - Rubric for Assessing a Newsletter)

### Assessment /Evaluation

- informal/anecdotal assessment of in-classroom participation and behaviour
- informal/anecdotal assessment of student-teacher conferences
- formative assessment of writing activities - Appendix 1-1(Rubric for Assessing Writing)
- formative assessment checklist for journal writing - Appendix 6.3 (Formative Assessment Checklist - Personal Journal Writing)
- summative test on vocabulary from vocabulary log
- summative Assessment- Appendix 5.2 - (Rubric for Assessing a Newsletter)

### Resources

Print

local, first language and national newspapers

Fowler, H.W., ed. *The Concise Oxford Dictionary of Current English.* Oxford: Clarendon Press, 1990.
Martin, Dave. *Communicating Skills.* Scarborough: Nelson, 1998.

Parnwell, E.C. *The Canadian Oxford Picture Dictionary.* Toronto: Oxford University Press, 1997.

Wansbrough, Henry, Ed. *The New Jerusalem Bible.* New York: Double Day, 1990.

Internet

The Globe and Mail
http://www.globeandmail.com/

Newspapers in Education
http://www.nbpub.nb.ca/NIE/

The Catholic Registerh
http://www.catholicregister.org

The New York Times
http://www.nytimes.com/learning/

The Toronto Star (Education Dept.)
http://www.thestar.com/classroom/

### Accommodations

- Support students who are experiencing difficulty with the writing process.

### Appendices

Appendix A of ESLBO Phase 1 - Rubric for Assessing Writing
Appendix 5.2 - Rubric for Assessing a Newsletter
Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing

# Unit 6: Historical Canada: *Anne of Green Gables*

**Time:** 25 hours

**Unit Developer(s)**

Jamie Finan, Durham Catholic District School Board
Christina Maschas-Hammond, Peterborough, Victoria, Northumberland, Clarington Catholic School board
Mary Adelle Patterson, Durham Catholic District School Board

**Development Date:** May-August 1999

## Unit Description

This novel study unit introduces ESL students to one of the most endearing treasures in Canadian literature. The novel, *Anne of Green Gables*, (Random House-Bullseye Step Into Classics) acts as a springboard to a variety of learning activities directed primarily at acquainting students with the early history of Canada. As they progress through the novel, students identify and reflect upon issues significant to the time period in which the novel is set and how they relate to or compare with Canadian society today. Language structures emphasized within this unit include new vocabulary acquisition and application, identification of key words for research purposes, oral and written response to simple comprehension questions, correct use of verbs and verb tenses, applying adjectives, using context clues to extract meaning of new vocabulary, and arriving at and organizing comparisons. Students learn to relate aspects of fiction to their own personal and faith experiences to find parallels and connections within Gospel and Biblical stories.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 1i, j; 2a, c; 3c; 4g; 5a; 7g.

**Strand(s):** Oral and Visual Communication, Reading, Writing and Social and Cultural Competence

**Overall Expectations:** BORV.01, .03, .05, .06; BREV.01, .02, .03, .05; BWRV.01, .03; BSCV.01, .02.

**Specific Expectations:** BOR1.01, .02, .03, .06, 2.02, .03, 3.03; 4.01; BRE1.01, .02, .03; 2.01, .02, .03, 3.01, .02, .03, .04, .05, 4.01, .02; BWR1.01, .02, 2.02, .03, 3.01, .02; BSC1.01, .02, .04; 2.02, .04.

## Activity Titles

| | | |
|---|---|---|
| Activity 1 | Canada: Then and Now | 225 minutes |
| Activity 2 | *Anne of Green Gables* - People, Places, Events | 750 minutes |
| Activity 3 | *Anne of Green Gables* - Kindred Spirit | 150 minutes |
| Activity 4 | *Anne of Green Gables* - Life of an Author | 150 minutes |
| Activity 5 | *Anne of Green Gables* - Challenges, Conflict, and Faith | 225 minutes |

## Unit Planning Notes

While an abridged version of the novel, *Anne of Green Gables*, is used as the central resource throughout this unit, there may be times when the original version is addressed to round out the story or enhance the reader's understanding of early Canadian culture. As it is the first novel study in English, students should be permitted the use of bilingual dictionaries and electronic translators to supplement their understanding of the novel. Become familiar with a number of print, media and internet resources on historical Canada, *Anne of Green Gables,* and Lucy Maud Montgomery, in order to select those which would be of most value to reinforce the students understanding of the novel. Assist students, particularly those of differing faith traditions, with an understanding of gospel values and biblical stories which may be reflected by the thoughts and actions of the characters presented in the literature. Refer to Individual Education Plans and modify unit activities and expectations to accommodate the needs of these students. Also refer to the Durham Catholic District School Board web site for teacher-prepared organizers to accompany the activities within this unit. (www.durhamrc.edu.on.ca)

## Prior Knowledge Required

Achievement of expectations at the ESLAO level is required. Specific language and literacy skills required for this unit include constructing simple sentences in response to interrogatives, skimming and scanning for information, using dictionaries and thesauri to clarify new vocabulary, making simple point form notes from print and media research material, identifying key words as well as comparing and contrasting. If computer and Internet resources are to be incorporated into the unit, a basic knowledge of computer keyboarding and Internet search/research techniques is essential. A basic understanding of the write - edit - rewrite process and dictionary/thesaurus use is also necessary.

## Teaching/Learning Strategies

Teaching/learning strategies used within this unit include co-operative learning and jigsaw activities, identifying key words, responding to simple comprehension questions, personal journal writing, character sketching, sequencing, charting comparisons, brainstorming and word webbing, simple research skills, writing simple compositions from a model, identifying similarities and differences as presented in literature, and expressing thoughts and ideas in open classroom discussion.

## Assessment/Evaluation

- personal journal writing checklist - Appendix 6.3
- self-and peer-editing assessment of writing activities - Appendix 6.4
- teacher observation of students in - class participation to monitor progress.
- formative assessment - content and sentence structure in response to chapter comprehension questions.
- summative test(s) to assess comprehension of content and vocabulary specific to the novel.
- summative assessment of research assignment - Rubric for Assessing Research Appendix 6.2
- formative assessment of simple composition writing via teacher-student conference.
- formative assessment of students knowledge and application of characterization - Rubric for Assessing a Character Sketch - Appendix 6.5

## Resources

### Print

Andronik, Catherine M. *Kindred Spirit: A Biography of L.M. Montgomery.* Don Mills: Maxwell Macmillan Canada, 1993.

Blanton, Linda. *Composition Practice - Book 1.* New Orleans: Newbury House Publishers, 1989.

Kalman, Bobbie. *Historic Communities Series.* Niagara-on-the-Lake: Crabtree Publishing Co., 1990-97.

Hunter, Shaun. *Women in Profile – Writers.* Niagara-on-the-Lake: Crabtree Publishing Co., 1997-98.

Lubman, Daniel. *Canadian Dictionary for English Learners.* Don Mills: Addison -Wesley, 1987.

Montgomery, L. M., adapted by Deborah Felder. *Anne of Green Gables.* Toronto: Random House, 1994.

Rubio. Mary and Elizabeth Waterson. *The Selected Journals of L. M. Montgomery.* Vol. 1: 1889 - 1910. Toronto: Oxford University Press, 1985.

Rubio, Mary and Elizabeth Waterston. *Writing a Life: L.M. Montgomery.* Toronto: ECW Press, 1995.

Standord, Quentin, H. *Canadian Oxford School Atlas.* Toronto: Oxford University Press, 1997.

Thompson, Lars and Becci Hayes. *Anne of Green Gables - Companions to Literature: Teacher's Guide.* Mississauga: S.B.F. Media Limited, 1992.

### Computer References

*Anne of Green Gables Interactive CD.* Renaissance Interactive Studios, 1998.

### Internet

About LM Montgomery
http://www.one.net/~wilmhoff/ginny/aboutlmm.htm

About L.M. Montgomery
http://www.upei.ca/~lmmi/about-lm/html

Green Gables: Explore the Virtual World of *Anne*
http://www.gov.pe.ca/greengables/index.asp

### Video

*Anne of Green Gables.* CBC Enterprises-Sullivan Films Inc. 1996.

*Green Gables House*. History Lands Video Series. McNabb & Connolly, 1998. (Approximately 30 minutes)

## Activity 1: Canada: Then and Now

**Time:** 225 minutes

### Description

In this portion of the unit, students develop basic research skills such as scanning for specific information as outlined in a teacher-developed organizer, identifying key words, and organizing information. While the novel speaks specifically to life in Prince Edward Island, students gain some knowledge and perspective of turn-of-the-century Canada in general. Teachers give students opportunities to demonstrate their ability to apply and compare this knowledge to their perception of Canada as they see it today. The specific language focus of this activity is the use of adjectives in describing early Canadian life.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 5a; 7g.
**Strand(s):** Oral and Visual Communication, Reading, Writing and Social and Cultural Competence
**Overall Expectations:** BORV.03, .06; BREV.02, .03, .05; BWRV.01; BSCV.02.
**Specific Expectations:** BORV1.03❖, .06❖, 2.03, 4.01; BREV1.03, 3.01❖, .02, .04, .05; 4.02❖; BWRV1.01❖; BSCV2.02.

## Planning Notes

- Utilize school and community library resource centres to develop a collection of visuals; videos and language-appropriate print material to help students envision life in Prince Edward Island at the turn of the century and/or Canada in general.
- Teachers may familiarize students with specific language required to use the graphic organizer, *Canada Then and Now* (Appendix 6.1) for this research activity.

## Prior Knowledge Required

- achievement of expectations at the ESLAO level
- identification of key words in print research
- making simple point form summary notes from text and visual research material

## Teaching/Learning Strategies

1. As an introduction to this unit, students describe and discuss what they think life was like in their home country a century ago. Students discuss among themselves such things as methods of transportation, sports and recreation, employment and workplace, family structure, food production and preparation, clothing, education, level of technology, homes, religion, medical care, communication, etc.
2. If desired, a blackboard or overhead summary of student observations and responses may be recorded at this time, noting similarities and differences across cultures.
3. To introduce what Canada was like in the early 1900's, teachers may use one or more of the following resources to provide a visual presentation of past Canadian life:
   - *Green Gables House* (Segment 1 - approximately 10 minutes.)
   - Visual media collection
   - Computer software such as *Canadian Encyclopedia Deluxe*
   - *Anne of Green Gables Interactive CD*
   - Video - *Anne of Green Gables* (teacher selected segment)
4. Have students conduct their own in-class research, individually or in teams of two, to discover what life was like in early twentieth century Canada. After researching a variety of print and pre-selected visual resources, students organize and document their findings using the guidelines of the graphic organizer Canada: Then and Now. (Appendix 6.1) To familiarize students with the specific task at hand, teachers are encouraged to model the process by researching and documenting the findings for one of the research items. Students are challenged to use adjectives where appropriate to complete each research item. (e.g., some adjectives for the research item on clothing might include proper, modest, and homemade.)
5. When completed, students write a journal entry explaining what they think were the *advantages* and *disadvantages* of Canadian life in this time period. Students may share their journal entry with or have it peer-edited by another student before submitting it.
6. Having researched and discussed past Canadian life, students then complete the remainder of the organizer, documenting *present-day* Canadian life as they see it. This wrap-up activity may be approached as an individual, team, or class endeavour.

### Assessment/Evaluation

- informal/anecdotal assessment of in-classroom participation and behaviour
- Canada Then and Now research assignment - Rubric for Assessment of Research (Appendix 6.2)
- formative assessment checklist for journal writing (Appendix 6.3)

### Resources

Print

Kalman, Bobbie. *Historic Communities Series.* Niagara-on-the-Lake: Crabtree Publishing Co. 1990-97.

Video

*Green Gables House*. History Lands Video Series. McNabb & Connolly, 1998. 30 minutes

*Anne of Green Gables*. CBC Enterprises. Sullivan Films Inc., 1996.

Internet

Green Gables: Explore the Virtual World of Anne.
http://www.gov.pe.ca/greengables/index.asp

Computer Reference

*Anne of Green Gables Interactive CD*. Renaissance Interactive Studios. 1998

### Accommodations

- Pre-select specific resource/research material, especially those more visual in nature, to assist students who appear overwhelmed by the amount of information made available to them.
- Some students may require a small-group lesson(s) to practise identifying key words in print research.
- Provide certain students with a modified version of the graphic organizer Canada: Then and Now with fewer research items or divide the tasks to be completed as a group jigsaw research activity.

### Appendices

Appendix 6.1 - Canada: Then and Now
Appendix 6.2 - Rubric for Assessing Research
Appendix 6.3 - Formative Assessment Checklist - Personal Journal Writing

## Activity 2: *Anne of Green Gables*: A Novel Study - People, Places, and Events

**Time:** 750 minutes

### Description

The novel, *Anne of Green Gables*, (abridged version) is used to introduce the basic elements of a novel including plot, characterization, and setting, while students continue to explore daily life in early Canadian society. The activities in this portion of the unit focus primarily on reading comprehension and character development of the main and secondary characters within the novel, with some attention being paid to setting and sequence of plot as well. The novel is read on consecutive days allowing students daily practice in oral and silent reading skills, construction of written responses to focus questions as well as learning and applying new vocabulary. The specific language skills of this activity centre on identifying key words in questions, word forms and families, idioms and expressions and applying verb tense consistency between question and answer.

## Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2c.
**Strand(s):** Oral and Visual Communication, Reading and Writing
**Overall Expectations:** BORV.06; BREV.01, .03; BWRV.03.
**Specific Expectations:** BOR1.03❖, 4.01; BRE1.01❖, .03, 2.01, .02, 3.03❖; 4.02; BWR1.01❖, 02❖.

## Planning Notes

- There are several abridged versions of *Anne of Green Gables* available to teachers that would be equally suited to this unit of study. (e.g., *Anne of Green Gables* - Oxford Bookworms 2)
- If time permits, consider showing selected scenes from the movie version of *Anne of Green Gables* that address themes and topics covered within the various activities of this unit.
- An alternate title to be considered as a springboard to this unit on Historical Canada is Bell, William, *Five Days of the Ghost*. This novel is set in present day Ontario and discusses many of the same themes as *Anne of Green Gables* but with a historical focus on Canada's Aboriginal Peoples.
- Create a bank of comprehension questions for each chapter, before the novel is read, being careful to use easily identifiable language and key words directly from the novel.
- Instruct or reinforce basic atlas and mapping skills before students locate significant place names as mentioned in the novel on a map of Prince Edward Island.
- Review the meaning and purpose of an obituary if the obituary or community news activity is pursued.
- Obtain or prepare a notebook-sized map of Prince Edward Island for students.

## Prior Knowledge Required

- achievement of expectations at the ESLAO level
- simple sentence construction in response to interrogatives
- identifying key words in questions in search of answers in text
- basic computer keyboarding skills and Internet search techniques for those who wish to apply them
- some knowledge of the 5W's (who, what, where, when and why) format of a newspaper article as introduced in Unit 5: Media: Exploring Newspapers
- knowledge of basic mapping skills as addressed in Unit 2 ESLAO and Unit 4 ESLBO

## Teaching/Learning Strategies

1. To introduce students to the genre of historical fiction, teachers may wish to show the third segment of the video entitled *Green Gables House*. This video illustrates that the house known as Green Gables really does exist while the characters in the story do not. If Internet access is available, teachers may choose to have students take a virtual tour of Green Gables House, which is an exact replication of the house described in the novel.
2. Students read along in their novels, as the teacher or a student reads a set number of pages/chapters each day, depending upon the abridged version chosen for this activity. Pace the class through the novel carefully, to allow ample time for discussion of and reflection upon important segments of the story.
3. At the end of each chapter, direct carefully worded focus questions, requiring both oral then written responses from students, to check for comprehension. It is suggested that the first chapter be completed as a class with considerable teacher direction to model and reinforce the following skills:
   - identifying the key word(s) in each question;
   - locating the specific passage in the chapter that answers the question;

- constructing complete sentence responses to questions, being sure to incorporate part of the question into the answer;
- answering in the same tense in which the question is asked (specific focus on third-person singular present)

4. Consider giving students a daily 10-mark comprehension quiz, using a variety of assessment techniques (matching, sequencing, quotations/speaker, true or false, crossword, definitions, etc.) in preparation for a summative test when the entire novel is completed.
5. Direct students to keep a daily log of any new vocabulary they encounter in their assigned reading, paying particular attention to word forms/word families and idioms/expressions that are present in the novel (e.g., orphan - orphanage, school - schoolhouse, "fiddlesticks").
6. Introduce students to the significance of setting (time), at appropriate places in the novel. Students note and discuss how the characters' lifestyles compare to their vision of early Canadian life as discovered in Activity 1 Canada: Then and Now.
7. To continue the concept of setting (place), students use an outline map of Prince Edward Island to indicate place names as they are mentioned in the story, noting the significance of each to the events of the novel. Further the concept of historical fiction by clarifying for students that many place names in the novel are fictional but represent real place names on the island (e.g., Avonlea is really Cavendish).
8. **Note:** Information about the fictional and true place names is addressed in the following resources:
   *Green Gables* http://www.cix.co.uk/~miranda-prorsus/kindreds/g_gab.htm
   *Region Around Avonlea* http://www.cix.co.uk/~miranda-prorsus/kindreds/avonl.htm
   *Anne of Green Gables Interactive CD.* Renaissance Interactive Studios, 1998
9. Teachers discuss the various techniques an author uses to develop a character including:
   - what the character says and does;
   - what others think and say about the character;
   - what the character thinks or says of him/herself;
   - how the author describes the character in the novel.
10. To apply these techniques to a specific character, students may write an obituary for Matthew Cuthbert using newspaper samples provided, or a community news article congratulating Anne for achieving top marks on her college entrance exam for the local newspaper. This also allows students to apply their 5W writing skills as learned in Unit 5 - Media: Exploring Newspapers.
11. To evaluate and reinforce students comprehension of characters and plot of the novel, teachers may use co-operative learning and jigsaw activities such as matching direct quotations from the novel with their speakers and organizing important events, printed on cue cards, in sequence. Again, examples of organizers for these activities are available at **www.durhamrc.edu.on.ca**
12. To complete the novel study, teachers may conduct a summative test to evaluate students' knowledge and comprehension of specific vocabulary targeted in the novel and the elements of a novel (e.g., character, plot, and setting).

### Assessment/Evaluation

- teacher observation of participation and behaviour in co-operative and jigsaw activities
- summative assessment of responses to comprehension questions - content and completeness
- summative assessment of students' ability to identify and differentiate between word form/families and identify their part of speech in a vocabulary test
- completion of Prince Edward Island map using proper mapping skills - Appendix 4.3
- assessment of students' knowledge of the elements of a character sketch - Rubric for Assessing a Character Sketch (Appendix 6.5)
- summative tests or quizzes on content, vocabulary, and place names within the novel

### Resources

Print

a sampling of obituaries and community news articles from local newspapers

Montgomery, L. M., adapted by Deborah Felder. *Anne of Green Gables*. Toronto: Random House, 1994.

Stanford, Quentin H. *Canadian Oxford School Atlas*. Toronto: Oxford University Press, 1997.

Thompson, Lars and Becci Hayes. *Anne of Green Gables - Companions to Literature: Teacher's Guide*. Mississauga: S.B.F. Media Limited, 1992.

Video

*Anne of Green Gables* CBC Enterprises - Sullivan Films, Inc., 1996.

*Green Gables House* History Lands Video Series. McNabb & Connolly, 1998. 30 minutes.

Internet

Green Gables
http://www.cix.co.uk/~miranda-prorsus/kindreds/g_gab.htm

Region Around Avonlea
http://www.cix.co.uk/~miranda-prorsus/kindreds/avonl.htm

### Accommodations

- Create a modified set of comprehension questions for the novel study for those students experiencing difficulty in the reading and writing.
- Provide a map with already labelled place names for students to copy.
- In order to encourage participation, students experiencing difficulties in class discussion should be teamed with more linguistically confident students for the cooperative learning and jigsaw activities.
- Use the daily quizzes, rather than a summative novel test, to assess certain students.

### Appendices

Appendix 6.5 - Rubric for Assessing a Character Sketch

## Activity 3: Kindred Spirit

**Time:** 150 minutes

### Description

This activity allows students to explore their own relationships with others while focussing on the main characters in *Anne of Green Gables*. Encourage students to recall and reflect upon details of selected portions of the novel then relate those segments to their own thoughts and values about family, relationships, and society. This activity centres on class discussion and simple composition writing. The language focus for this activity centres on the use of contextual clues, capitalization and punctuation of paragraph compositions, and use of frequency terms such as always, sometimes, later, and never.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2c.
**Strand(s):** Oral and Visual Communication, Reading and Writing
**Overall Expectations:** BORV.01; BREV.03; BWRV.01, 03.
**Specific Expectations:** BOR1.01, 03❖, .06; BRE2.01❖; BWR2.02❖, .03, 3.01❖, .02.

## Planning Notes

- Develop a lesson to review simple composition construction.
- Reinforce the steps of the writing process (write - revise/edit - rewrite) if necessary.
- Encourage the use of electronic translators, bilingual dictionaries, and thesauri to elicit a broader range of vocabulary in the students' composition writing.
- Review or teach skills using print and computer software tools such as the Thesaurus and spell check tools if necessary.

## Prior Knowledge Required

- comprehensive knowledge of the places, people, and events through students' reading of the novel *Anne of Green Gables*
- achievement of expectations at the ESLAO level

## Teacher/Learning Strategies

1. Introduce this activity by conducting a lesson showing how to create a simple composition from a model paying attention to the use and word order of frequency terms. (Units 1 and 4 in *Composition Practice*)
2. Direct students to the passage in Chapter 3 of *Anne of Green Gables*, to where Anne first uses the phrase *kindred spirit*.
3. Allow students to reread this passage and, using context clues, brainstorm its meaning and organize students' thoughts and opinions in a blackboard summary.
4. Students look up the definition of kindred in a dictionary and/or thesaurus of their choice and then evaluate if this definition applies to the situation in which it was used in *Anne of Green Gables*. After discussing the various definitions, students co-operatively develop a common definition for all to use in this activity.
5. Direct further class discussion to expand the topic of *kindred spirit* by having students consider the following questions while paying attention to placement of frequency terms:
   - Who did Anne *always* recognize as a *kindred spirit*?
   - Who did Anne *later* recognize as her *kindred spirit*?
   - What personal qualities might Anne look for in a *kindred spirit*?
6. Direct students to look back on the novel and find quotations or passages to support their responses to the above questions.
7. These questions and student responses to them are then used as the basis for a simple four to eight sentence composition. Model sentence formation and sequence of thought to construct a simple paragraph, noting the standard conventions required in paragraph writing such as capitalization, punctuation, verb tense, word order, etc. Students copy this composition into their notes to be used as a model for the next task.
8. Assign students to write a simple composition of their own using similar questions but applying them to their own lives:
   - What is your definition of a *kindred spirit*?
   - Who have you *always* regarded as a *kindred spirit* in your life?
   - Who have you *sometimes* regarded as a *kindred spirit*?
   - Is this person a family member or someone unrelated?
   - When did you know this person was your *kindred spirit*?
   - What personal qualities do you admire in this person?
   - Additional/Enrichment Questions:
   - If your *kindred spirit* is still in your home country, how do you maintain this relationship?
   - Have you found a *kindred spirit* in Canada? Why do you think this is so?
   - Are you a *kindred spirit* to anyone?

9. Students use their model composition done in class to write a first draft of their composition.
10. Conference with students to indicate necessary revisions to be made to the composition, offering explanations for changes and suggestions to improve students' writing, where appropriate.
11. Consider making this a peer-editing activity whereby students work with students to improve each other's compositions. (Appendix 6.4)
12. Students rewrite their composition in final draft form to be submitted for evaluation.

### Assessment/Evaluation

- informal assessment of in-class participation and co-operation.
- teacher/student conference to diagnostically assess students' initial composition modelling activity
- Rubric for Assessing Writing (Appendix 1.1, ESLBO - Phase 1) for final composition
- Self/Peer Editing Checklist (Appendix 6.4)

### Resources

Blanton, Linda. *Composition Practice-Book 1.* New Orleans: Newbury House Publishers, 1989.

Montgomery, L.M., adapted by Deborah Felder. *Anne of Green Gables.* New York: Random House, 1994.

A variety of dictionaries

### Accommodations

- For students who might find this topic too personal in nature to discuss openly, an informal personal journal may be substituted as an initial activity.
- Encourage students who find the composition writing process too difficult to discuss their responses with teachers. Provide sentence starters to the reluctant writer. This may then act as a springboard from which the students write their own composition.
- Students may construct separate sentences in answer to focus questions on *kindred spirit* instead of a composition.

## Activity 4: The Life of an Author

**Time:** 150 minutes

### Description

In this activity, students are introduced to Lucy Maud Montgomery, the author of *Anne of Green Gables.* Using a teacher-designed or selected biography of this author, and the novel itself, students reflect upon how the author's personal experiences and societal values of the time are incorporated into the novel. Students examine some of the values and norms of early Canadian society and relate them to current Canadian society and their own personal/cultural experiences. Students continue to develop the skill of extracting information from non-fiction text to make direct comparisons with the novel.

### Strand(s) and Expectations

**Ontario Catholic School Graduate Expectations:** 2c; 3c; 4g.
**Strand(s):** Oral and Visual Communication, Reading, Writing
**Overall Expectations:** BORV.06; BREV.01; BWRV.01.
**Specific Expectations:** BOR2.02❖, 4.01; BRE3.02❖, 4.01; BWR1.01❖.

### Planning Notes

- Prepare or select a biography of Lucy Maud Montgomery specifically aimed to meet, yet challenge, the reading and comprehension level of ESLBO students. (Appendix 6.6 provides an example)

- Before beginning the activity, clarify the meaning of and differentiate between a biography and an autobiography.
- For those students who have the ability to work more independently, have a collection of biographical material (print or software) available to broaden their knowledge of L.M. Montgomery.

### Prior Knowledge Required

- comprehensive knowledge of the places, people, and events through students' reading *Anne of Green Gables*
- achievement of expectations at the ESLAO level
- some skill in comparing and contrasting information from different sources

### Teaching/Learning Strategies

1. To open discussion about authors and their writing, ask students to consider why people write, whether it is a daily journal, poetry, or a novel. Also ask students if they keep a journal or pursue any other form of writing and discuss why.
2. To continue this discussion about authors and their writing, ask the class to consider how or where authors get ideas for their stories. Answers may range from newspaper stories to real-life personal experiences to dreams.
3. Research the possibility of having a local author come and speak to the class about the writing process, if desired.
4. Prior to learning about Lucy Maud Montgomery's life or meeting an author in person, students formulate three questions they would like to ask of this person. List these questions on the blackboard or on overhead.
5. Provide students with a teacher-prepared or selected biography of Lucy Maud Montgomery, giving details of her early childhood up to the time of her marriage, including the publication of her first novel *Anne of Green Gables* (teacher-prepared biography - Appendix 6.6).
6. Students use a variety of vocabulary-acquisition strategies and resources to verify meaning of teacher-selected vocabulary within the biography (as underlined in Appendix 6.6).
7. Through class discussion, students compare and contrast the lives of Anne Shirley and L.M. Montgomery.
8. Individually or in groups, students organize their conclusions by completing a point-form chart or Venn diagram illustrating the similarities and differences between the character Anne Shirley and the author L.M. Montgomery. Students may also make comparisons to their own lives in this activity.
   *Example* similarity: Both Anne and L.M. Montgomery were raised by elderly people.
   difference: Anne was born in Nova Scotia while Maud was born on PEI.
9. Returning to the question about where authors get their ideas for their stories, students conclude where L.M. Montgomery obviously got hers. At this point, review the concept of an autobiography and how some novels, such as *Anne of Green Gables,* are autobiographical in nature. This may be an appropriate time to show a video biography of Lucy Maud Montgomery such as the one from the *CBC Life and Times Series*. (www.tv.cbc.ca/newsinreview/lifetime/index.htm )
10. Teachers and students return to the initial bank of questions the class generated about the author, to identify which were answered and which were not. Those unanswered questions may form the basis of continued independent research for those students who wish to learn more about L.M. Montgomery.
11. Conclude this activity with a quiz on the author's life, the differences between a biography and an autobiography, comparisons and contrasts between the novel's main character and the author's lif, and selected vocabulary from the biography.

### Assessment/Evaluation

- informal teacher observation of students' in-class participation, co-operation and behaviour
- formative and anecdotal assessment of final comparison/contrast chart of Anne and L. M. Montgomery.
- summative quiz on the author's life based upon biography text, information presented in the video, and discoveries made in class

### Resources

Print

Andronik, Catherine M. *Kindred Spirit: A Biography of L. M. Montgomery.* Don Mills: Maxwell Macmillan Canada, 1993.

Hunter, Shaun. *Women in Profile - Writers.* Niagara-on-the-Lake, Crabtree Publishing, 1998.

Rubio, Mary and Elizabeth Waterson. *The Selected Journals of L. M. Montgomery.* Vol. 1: 1889-1910. Toronto: Oxford University Press, 1985.

Rubio, Mary and Elizabeth Waterston. *Writing a Life: L. M. Montgomery.* Toronto: ECW Press, 1995.

Internet

About L.M. Montgomery
http://www.one.net/~wilmhoff/ginny/aboutlmm.htm

About L.M. Montgomery
http://www.upei.ca/~lmmi/about-lm.html

### Accommodations

- Provide an alternate biography for students to learn about the author's life. There are several series devoted to famous Canadians, which are written at an easy reading level that would be well suited for this activity (e.g., Hunter, Shaun. *Women in Profile - Writers, 1998).*
- Students may create a collage of pictures to illustrate elements of both L.M. Montgomery and Anne's lives rather than completing a written comparison of the two.

### Appendices

Appendix 6.6 - Lucy Maud Montgomery

## Activity 5: Challenges, Conflict, and Faith

**Time:** 225 minutes

### Description

This activity offers students an opportunity to re-examine the characters of *Anne of Green Gables* in light of the Christian values they embody. With considerable teacher-guidance, students learn to discover meaning, make comparisons between the novel and biblical teachings, and consolidate their findings in various forms of written and creative expression. The focus of this activity centres more on discussion, creative expression, and informal sharing of ideas, and less on formal written response. Teachers make personal contact with students through a written dialogue in response to each personal journal students submit.

## Strand(s) and Expectations

**Ontario Catholic Student Graduate Expectations:** 1i, j; 2a; 4g; 5a.
**Strand(s):** Oral and Visual Communication, Reading, Writing, Social and Cultural Competence
**Overall Expectations:** BOR.01; BREV.01, BWRV.01, BSCV.01.
**Specific Expectations:** BOR1.01, .03❖, .06, 4.01; BRE1.01❖, .02, .03, 2.01, 3.03❖, BWR1.01; BSC2.04❖.

## Planning Notes

- Seek interpretations of various parables and bible stories that are written at an appropriate reading level for ESLBO students (e.g., Brunetti, *Treasures of the Bible)* if desired.
- Review the purpose of parables as discussed in ESLBO Unit 2, Activity 3.
- Be sensitive to the fact that the nature of discussion for this activity may be very personal, allowing students to enter into classroom discussion at their own time and pace.
- Gather a collection of multicultural folk tales/fables/myths that teach morals and values in much the same way as parables do. The following Internet sites are excellent resources:
  Tales of Wonder: Folk and Fairy Tales from Around the World http://darsie.ucdavis.edu/tales/
  Using Folk Tales in the Classroom http://www.storyarts.org/lessonplans/folkthemes/index.html

## Prior Knowledge Required

- achievement of expectations at the ESLAO level
- some skill in interpreting content from one source and applying it to another

## Teaching/Learning Strategies

1. Students consider and discuss what qualities a person of faith, regardless of religion, should exhibit to oneself, to others and to society in general. In short, what makes a good person? (e.g., kindness, respect, compassion, forgiveness, etc.)
2. Record student responses, on the blackboard or overhead, in a word-web fashion.
3. Once a comprehensive list is agreed upon by the class, assign students, in small groupings, to choose any three of these qualities and give specific examples of how and by whom each is illustrated in the novel.
4. Use this opportunity to instruct students to document their support statements by noting chapter and page numbers, characters involved, and the actions or words that illustrate the quality.
5. Students gather as a class and share their conclusions.
6. To conclude this portion of the activity, students write a personal journal entry about which of these qualities they themselves possess or wish to possess. Consider responding to each student's journal in written dialogue form to encourage further communication in written form
7. To make the initial connection between the novel and biblical teachings, revisit the story of *The Good Samaritan*, as studied in Unit 2, Activity 3, to review the meaning and purpose of this parable. (Luke 10: 30-38)
8. Students are invited to share their interpretations of this story to determine if it applies, in any way, to the story of *Anne of Green Gables* (e.g., Anne was "passed by" by several families before Matthew "took mercy" on her and gave Anne a home).
9. Students are invited to share any other Bible stories or folktales from their home country they think relate to this particular aspect of the novel. If so, students assist the teacher in locating or creating a print copy of the story or folktale to be shared with the class.
10. At this point, request students to write a second personal journal entry about how *they* have been a good Samaritan to anyone or how anyone has been a good Samaritan *to them*, at some point in their lives. Again, carry on a written dialogue in response to each student's journal.

11. To introduce the common thread of *forgiveness* within the novel, teachers introduce students to a second parable, *The Parable of the Unforgiving Servant.* (Matthew 18: 23-25)
12. Direct students to consider how this parable applies to certain characters of the novel by reviewing portions of the story in which forgiveness of or by others is a central theme.
13. Further discussion by having students reflect upon the act of forgiveness and ask why, as people of faith, must we forgive others? (e.g., It heals us from destructive feelings of hate and anger, it acknowledges that making mistakes is human nature and that it is a way of both giving and receiving love).
14. Request that students make a final entry in their journal about a time they did something for which they were forgiven and/or a time when they forgave someone for something that hurt them.
15. In small groups, students in one group may dramatize one of the selected parables while another group dramatizes how the parable is played out in the novel. Allow ample time for and give assistance to student groups in writing a short script for their dramatization.
16. Another lighthearted approach to examine the theme of forgiveness in *Anne of Green Gables* is to have students, as a class, create a list of the many mistakes Anne makes in the story and then consider how, by whom, and why she was forgiven for these mistakes. This activity is also well suited to a role play dramatization by students (e.g., When Marilla first discovers that Anne has dyed her hair green).
17. As a wrap-up to this novel study unit, students are to choose one of the following activities to submit in writing and/or present to the class:
    - Write an additional chapter of the novel to further explore the life and adventures of Anne Shirley.
    - Create an autobiographical sketch whereby the student compares him/herself to any character in the novel, with whom he/she identifies. (Likes and dislikes, mistakes, insecurities, triumphs, family ties and responsibilities, disappointments, goals and ambitions, etc.).
    - Choose five quotations from the novel, as spoken by any character, and explain how each has some personal meaning within his/her own life.
    - Complete a scene study, as chosen by the student, by writing a script with dialogue and direction, elaborating upon the events of the scene. This may then, with the co-operation of others in the class, be dramatized.

## Assessment/Evaluation

- informal assessment of classroom participation in discussion and dramatization(s)
- formative assessments of student's ability to interpret meaning from one source (novel) and apply it to another source (Bible).
- formative assessment checklist for journal writing (Appendix 6.3)
- summative assessment of final chapter, autobiography, quotation selections, or scene study (Appendix 4.2 and/or Appendix 6.2)

## Resources

Brunetti, Jean-Claude. *Treasures of the Bible.* Quebec: Diffusion Prologue, 1997.

Montgomery, L.M. adapted by Deborah Felder. *Anne of Green Gables.* New York: Random House, 1994.

Wansbough, Henry. Ed. *The New Jerusalem Bible.* New York: Doubleday, 1990.

## Accommodations

- Simplified interpretations of parables chosen for this activity may be provided to students. Some Internet sites that offer such interpretations include:
  The Parables of Jesus www.ozemail.com.au/~jduthie/bible/bible.htm
  Use of Parables http://unix.adept.net/~mjohns/newpage5.htm
- Reduce the number of journal entries for some students or simply have students verbalize their thoughts and feelings about each journal topic to the teacher directly or on audiotape.
- Encourage students not comfortable participating in dramatizations to assist in the script-writing process for role play activity.

## Appendix A:

### Rubric for Assessing Writing

(Select specific expectations to be assessed)

| Categories | 50-59% - Level 1 | 60-69% - Level 2 | 70-79% - Level 3 | 80-100% - Level 4 |
|---|---|---|---|---|
| **Knowledge/ Understanding**<br><br>- knowledge of English vocabulary related to classroom studies. | **The student demonstrates:**<br><br>limited knowledge of related vocabulary | some knowledge of related vocabulary | considerable knowledge of related vocabulary | thorough knowledge of related vocabulary |
| - check spelling using a variety of resources | limited checking of spelling using resources | some checking of spelling using resources | considerable checking of spelling using resources | thorough checking of spelling using resources |
| - use of correct form/format for targeted writing type (i.e. short story, notes, dialogues, narratives, autobiographies, reports, personal responses, letters) | use of correct form/format for writing type is limited | use of correct form/format for writing type is somewhat correct | use of correct form/format for writing type is considerable | use of correct form/format for writing type is thorough. |
| **Communication**<br><br>- communicate orally, using accepted word order | **The student demonstrates:**<br>limited ability to communicate using accepted word order | some ability to communicate using accepted word order | considerable ability to communicate using accepted word order | thorough ability to communicate using accepted word order |
| - use of common verb tenses | limited correct use of common verb tenses | some correct use of common verb tenses | considerable correct use of common verb tenses | thorough correct use of common verb tenses |
| - use of adjectives | limited correct use of adjectives | some correct use of adjectives | considerable correct use of adjectives | thorough correct use of adjectives |
| - use of adverbs | limited correct use of adverbs | some correct use of adverbs | considerable correct use of adverbs | thorough correct use of adverbs |
| - use of conjunctions | limited correct use of conjunctions | some correct use of conjunctions | considerable correct use of conjunctions | thorough correct use of conjunctions |
| - use of a variety of simple sentence patterns | limited correct use of simple sentence patterns | some correct use of simple sentence patterns | considerable correct use of simple sentence patterns | thorough correct use of simple sentence patterns |
| - use of capitals | limited correct use of capitals | some correct use of capitals | considerable correct use of capitals | thorough correct use of capitals |
| - use of commas | limited correct use of commas | some correct use of commas | considerable correct use of commas | thorough correct use of commas |
| - use of quotation marks | limited correct use of quotation marks | some correct use of quotation marks | considerable correct use of quotation marks | thorough correct use of quotation marks |
| - use of other targeted grammar elements | limited correct use of targeted grammar element | some correct use of targeted grammar element | considerable correct use of targeted grammar element | thorough correct use of targeted grammar element |

| | | | | |
|---|---|---|---|---|
| **Thinking/Inquiry**<br><br>- willingness to take risks in using new vocabulary | **The student demonstrates:**<br>limited risk taking in using new vocabulary | some risk taking in using new vocabulary | considerable risk taking in using new vocabulary | thorough risk taking in using new vocabulary |
| - effectively uses 1st and 2nd language resources | limited effectiveness in using 1st and 2nd language resources | some effectiveness in using 1st and 2nd language resources | considerable effectiveness in using 1st and 2nd language resources | thorough effectiveness in using 1st and 2nd language resources |
| - ability to peer edit effectively | limited ability to peer edit effectively | some ability to peer edit effectively | considerable ability to peer edit effectively | thorough ability to peer edit effectively |
| **Application**<br><br>- use a variety of simple sentence patterns | **The student demonstrates:**<br>limited correct use of simple sentence patterns | some correct use of simple sentence patterns | considerable correct use of simple sentence patterns | thorough correct use of simple sentence patterns |
| - use basic conventions of Standard English | limited correct use of basic conventions of Standard English | some correct use of basic conventions of Standard English | considerable correct use of basic conventions of Standard English | thorough correct use of basic conventions of Standard English |
| - application of past experiences | limited application of past experiences | some application of past experiences | considerable application of past experiences | thorough application of past experiences |
| - use of specific references | limited use of specific references | some use of specific references | considerable use of specific references | thorough use of specific references |
| - evidence of creativity in presentation of information | limited creativity | some creativity | considerable creativity | thorough creativity |
| - correct use of writing process | limited use of writing process | some use of writing process | considerable use of writing process | thorough use of writing process |
| - use of simple software to edit or embellish work | limited use of software | some use of software | considerable use of software | thorough use of software |

Appendix 4.1

# The Great Canadian Trivia Challenge

Canada is the world's (*first, second, or third*) largest country.

Canada's total population is _____.

Where can you find dinosaur bones in Canada? _____

Canada has active volcanoes. True or False?

Canadians are the world's greatest users of (*water, energy, ice cream*).

Name any three food items Canada must import from other countries.

_____

_____

_____

Which province is shaped like a lobster? _____

What is Canada's national sport?

_____

Who died trying to run across Canada to raise money for cancer research? _____

research?_____

Name two Canadian cities that have hosted the Olympic Games.

_____ _____

Name three endangered wildlife species in Canada.

_____

_____

_____

Name Canada's largest city.

_____

Canada has _____ time zones.

Of what two metals is the $2 Canadian coin made?

_____

and

_____

Canada has ( *one, two, three*) official languages.

Canada is the world's second greatest user of: *cars, water, diamonds.*

At what latitude and longitude are you presently located?_____

About _____ babies are born in Canada each day.

Obeying the law is every Canadian citizen's *(right, responsibility)*

Where is Canada's busiest airport?

_____

Name a Canadian TV actor: _____

Movie actor: _____

Musician: _____

Who is Canada's Prime Minister?

_____

Where can you find a *hot spring* in Canada?

_____

## Appendix 4.2: Oral Presentation - Teacher/Peer Checklist Assessment

- Teacher Evaluation
- Peer

| Criteria | Level 1 (rarely) | Level 2 (sometimes) | Level 3 (usually) | Level 4 (consistently) | Yes | No |
|---|---|---|---|---|---|---|
| Presenter uses an appropriate speaking voice (volume, tone, and speed). | | | | | | |
| Presenter makes eye contact with listeners. | | | | | | |
| Presenter is confident in his/her knowledge of topic. | | | | | | |
| Presenter is organized and makes minimal use of presentation notes. | | | | | | |
| Presentation is within the time limits of the assignment. | | | | | | |
| Presenter shows personal interest in topic. | | | | | | |
| Presenter invites listeners to ask questions. | | | | | | |
| Presenter addresses the listener's questions clearly. | | | | | | |

## Appendix 4.3: Mapping Skills Assessment Checklist

| Criteria | Level 1 (rarely) | Level 2 (sometimes) | Level 3 (usually) | Level 4 (consistently) |
|---|---|---|---|---|
| Appropriate use and application of title. | | | | |
| Appropriate use and application of direction arrow. | | | | |
| Appropriate use and application of a colour legend. | | | | |
| Appropriate use and application of pictorial symbols. | | | | |
| Appropriate use and application of labels (e.g., printed neatly and horizontally) | | | | |
| Incorporate all necessary elements of map as directed. | | | | |
| Appropriate use and application of scale, if required. | | | | |

## Appendix 4.4

### Tour of Canada Research Project

**TASK: To create a research project on *one* aspect of Canada that *you* would like to learn more about.**

**WHAT TO DO:**

| Steps | • Completed |
|---|---|
| **Day 1** | a) |
| a) Choose the topic you wish to research (see separate page for topics). | b) |
| b) Browse through the class and library resources to see what information is available on your topic. | c) |
| c) Complete a rough plan of how you would like to present your topic. | d) |
| d) Have your topic and rough plan approved by the teacher. | |
| **Day 2** | e) |
| e) Choose the resources you will use for your research. You must include:<br>• 1 print resource (book or encyclopedia)<br>• 1 computer reference resource<br>• 1 Internet site | f) |
| f) Document the author, publisher, and date of publication for your print and computer resources and the address(es) for your Internet site(s). | g) |
| g) Have your resource list approved by the teacher. | |
| **Day 3 – 5** Use your class time to effectively complete the following: | |
| h) Create an enlarged Bristol board-sized outline map of Canada, in pencil, from an overhead projection, to be coloured/outlined in marker later. | h) |
| i) Create a suitable and interesting title for your research project. | i) |
| j) Write short caption notes for sites in ____ provinces and ____ territories providing 3 facts about each site identified on your map. | j) |
| k) Have your caption notes peer-edited and revised if necessary. | k) |
| l) Gather and organize all pictures, photos, postcards, or graphics you wish to add to your map. | l) |
| m) Use appropriate mapping skills to complete your map:<br>• direction arrow<br>• title<br>• important place names (clearly and neatly labelled)<br>• legend (colour and/or symbols)<br>• caption notes (neatly printed or written)<br>• pictures and graphics (organized and attached) | m) |
| n) Plan and practise a 2 - 5 minute oral presentation for the class. | n) |
| o) Sign your project and hand it in! | o) |
| Project Due Date: _____ | |
| Presentation Date: _____ | |

## Appendix 4.5: Tour of Canada: Research Project Topic Selections

Choose one of the following topic selections for your Tour of Canada Research Project.

Historic Sites of Canada (i.e., Fort York, Ontario)
Famous Canadian Tourist Sites: Human-made (i.e., CN Tower, Ontario)
Famous Canadian Tourist Sites: Natural (i.e., Niagara Falls, Ontario)
Summer Vacation Tour (i.e., camping, hiking, mountain-climbing, rafting)
Winter Vacation Tour (i.e., skiing, snowboarding, cross-country, snowmobiling)
National/Provincial Parks (i.e., Banff National Park, Alberta)
Food and Wine Tour (i.e., create a truly Canadian meal)
Canadian Wildlife and Their Habitats (i.e., animals pictured on Canadian currency)
Endangered Wildlife Species and Their Habitats (i.e., whales)
Theme Parks Across Canada (i.e., Paramount Canada's Wonderland, Ontario)
International Airports of Canada (i.e. Pearson International, Ontario)
World Heritage Sites in Canada (i.e., Queen Charlotte Islands, British Columbia)
Amazing Shopping Centres of Canada (i.e. West Edmonton Mall, Alberta)
Artist Tour (i.e. places to sketch, paint, etc.)
Extreme Canada (i.e., highest, lowest, longest, deepest, coldest places)
Canadian Capital City Tour (i.e., Victoria to St. John's)
Canadian Celebrations Tour (i.e., Quebec Winter Carnival, Quebec)
Universities and Colleges of Canada (i.e., McGill University, Quebec)
Postcard Canada (purchase postcards and learn about those places)
Canada's Aboriginal Peoples (i.e., Native Indian, Inuit, Métis)
Trans - Canada Highway Tour
Trans - Canada Rail Tour
Homes of Famous Canadians (i.e. Shania Twain - Timmins, Ontario)
Dance, Music/Theatre Tour (i.e. Shaw Festival Theatre, Niagara-on-the-Lake)
Sports Teams of Canada (i.e. Vancouver Canucks)
Zoos of Canada - (i.e. Calgary Zoo, Alberta)

*Or*

Choose a topic of your own and have it approved by your teacher.

## Appendix 5.1: Formative Assessment Checklist
## Advertisement/Comic Strip/Cartoon

**Assignment Title:**

| CRITERIA | Level 1 (Rarely) | Level 2 (Sometimes) | Level 3 (Usually) | Level 4 (Consistently) |
|---|---|---|---|---|
| Message is printed neatly and legibly in Standard English. | | | | |
| Thoughts are logically organized. | | | | |
| Message is written in simple sentence patterns. | | | | |
| Student has applied basic grammatical structures, such as capitalization and ending punctuation. | | | | |
| Students' work demonstrates visual appeal. | | | | |
| Pictures/graphics are imaginative and creative. | | | | |

Comments and suggestions for improvement:

## Appendix 5.2: Rubric for Assessing a Newsletter

| Criteria | Level 1 (Rarely) | Level 2 (Sometimes) | Level 3 (Usually) | Level 4 (Consistently) |
|---|---|---|---|---|
| Students are able to use time effectively. | | | | |
| Students were able to complete task as requested. | | | | |
| Organization of information is clearly presented. | | | | |
| Newsletter entries are neatly typed using column format. | | | | |
| Newsletter entries are free of errors. | | | | |
| Newsletter presentation is creative, evidence of graphics to embellish writing. | | | | |

Comments and suggestions for improvement:

## Appendix 6.1: Canada: Then and Now

| Canada – Early 1900's | RESEARCH ITEMS | Canada Today |
|---|---|---|
| | **Family Structure**<br>- number of children<br>- family members | |
| | **Jobs/Duties/Roles**<br>- male/female<br>- children | |
| | **Recreation/Leisure**<br>- what, where, and when | |
| | **Education**<br>- where, how, and by whom | |
| | **Medical Care**<br>- provided where and by whom<br>- types of medicine | |
| | **Homes**<br>- location (rural. village, urban)<br>- building materials-furnishings | |
| | **Food**<br>- production and preparation<br>- a typical Canadian meal | |
| | **Modes of Transportation** | |
| | **Fashion** | |
| | **Communication** | |
| | **Environmental Issues** | |

| | | |
|---|---|---|
| | | |

## Appendix 6.2: Rubric for Assessing Research Project

| Category | Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|---|---|---|
| **Presentation** | - limited organization in the presentation of data<br>- limited visual or creative appeal | - some organization in the presentation of data<br>- some visual or creative appeal | - considerable organization in the presentation of data<br>- considerable visual or creative appeal | - thorough organization in the presentation of data<br>- thorough organization in the presentation of data |
| **Knowledge/ Understanding** | - limited ability to identify key words<br>- limited ability to construct point form notes from print and visual research material<br>- limited ability to process new vocabulary | - moderately effective in identifying key words<br>- some ability to construct point form notes from print and visual research material<br>- some ability ro process new vocabulary | - considerable ability in identifying key words<br>- considerable ability to construct point form notes from print and visual research material<br>- considerable ability to process new vocabulary | - thorough ability to identify key words<br>- thorough ability to construct point form notes from print and visual research material<br>- thorough ability to process new vocabulary |
| **Communication** | - limited use of new vocabulary specific to the task<br>- limited accuracy in written and grammatical structures<br>- limited ability to carry out specific instructions | - some use of new vocabulary specific to the task<br>- moderate accuracy in written and grammatical structures<br>- some ability to carry out specific instructions | - considerable use of new vocabulary specific to the task<br>- considerable accuracy in written and grammatical structures<br>- considerable ability to carry out specific instructions | - thorough use of new vocabulary specific to the task<br>- thorough accuracy in written and grammatical structures<br>- thorough ability to carry out specific instructions |
| **Thinking/ Inquiry** | - limited ability to process information<br>- limited use of first and second language resources for clarification purposes<br>- limited ability to critically assess quality of information | - moderate ability to process information<br>- some use of first and second language resources for clarification purposes<br>- moderate ability to critically assess quality of information | - considerable ability to process information<br>- considerable use of first and second language resources for clarification purposes<br>- considerable ability to critically assess quality of information | - thorough ability to process information<br>- thorough use of first and second language resources for clarification purposes<br>- thorough ability to critically assess quality of information |

## Appendix 6.2: Rubric for Assessing Research Project (Continued)

| | | | | |
|---|---|---|---|---|
| **Application** | - limited evidence of the research/ writing process<br>- limited use of resources made available<br>- limited application of computer software/skills<br>- limited ability to carry out task to completion<br>- limited ability to manage time effectively<br>- limited contribution to group efforts | - some evidence of the research/ writing process<br>- some use of resources made available<br>- some application of computer software/skills<br>- some ability to carry out task to completion<br>- some ability to manage time effectively<br>- moderate contribution to group efforts | - considerable evidence of the research/writing process<br>- considerable use of resources made available<br>- considerable application of computer software/skills<br>- considerable ability to carry out task to completion<br>- considerable ability to manage time effectively<br>- considerable contribution to group efforts | - thorough evidence of the research/ writing process<br>- thorough use of resources made available<br>- thorough application of computer software/skills<br>- thorough ability to carry out task to completion<br>- thorough ability to manage time effectively<br>- thorough contribution to group efforts |

## Appendix 6.3: Formative Assessment Checklist - Personal Journal Writing

| Criteria | Level 1 (rarely) | Level 2 (sometimes) | Level 3 (usually) | Level 4 (consistently) |
|---|---|---|---|---|
| 1. Journal is written/printed neatly and legibly in Standard Canadian English. | | | | |
| 2. Student has applied some new vocabulary specific to the journal topic. | | | | |
| 3. Journal remains on topic. | | | | |
| 4. Student has clearly expressed his/her own personal thoughts, feelings, and opinions relating to the topic. | | | | |
| 5. Student has stated reasons for his/her thoughts, feelings, and opinions about the topic. | | | | |
| 6. Thoughts are organized logically. | | | | |
| 7. Journal is written in simple sentence patterns. | | | | |
| 8. Student has applied basic grammatical structures. such as capitalization and punctuation techniques. | | | | |

## Appendix 6.4: Self/Peer Editing Checklist

| Criteria | Yes | No |
|---|---|---|
| Work is neatly and legibly written. | | |
| Work is double-spaced in preparation for editing. | | |
| First word in each sentence and all proper nouns are capitalized. | | |
| Each sentence is punctuated with a period, question mark, or exclamation mark. | | |
| Spelling is correct Standard Canadian English. | | |
| Work is written in a common tense. | | |
| Work is organized according to the guidelines of the assignment. | | |

## Appendix 6.5: Rubric for Assessing a Character Sketch

| Criteria: | Level 1 (rarely) | Level 2 (sometimes) | Level 3 (usually) | Level 4 (consistently) |
|---|---|---|---|---|
| Student writes neatly and legibly in Standard Canadian English. | | | | |
| Student has used appropriate and varied vocabulary. | | | | |
| Student has followed through the write, revise/edit, rewrite process. | | | | |
| Student has stayed on topic of the task. | | | | |
| Student has incorporated appropriate information from the novel to support statements about the character. | | | | |
| Student has applied W5 writing skills to the character sketch. | | | | |
| Student has followed all instructions and used all guidelines for the task. | | | | |
| Student has given examples to illustrate all elements of a character sketch. | | | | |
| Student has used complete simple sentence structures with a common tense. | | | | |
| Student showed individuality, care and creativity in completing the task. | | | | |
| Student has completed the task and submitted it on time. | | | | |

Teacher Comments:

## Appendix 6.6: Lucy Maud Montgomery - A Biography

### 1874 - 1942

Lucy Maud Montgomery was born on Nov. 3, 1874 in the town called New London, P.E.I. Two years later, in 1876, Maud's mother died of tuberculosis. Maud's father had a difficult time raising his daughter alone. For this reason, he sent Maud to live with her grandparents, Mr. And Mrs. Macneil in Cavendish. Mrs. Macneil's first name was also Lucy so the child was referred to by her middle name, Maud. The Macneils were elderly. They were very strict and religious people who loved Maud but also believed that *children should be seen and not heard.* Maud was a lively and intelligent child who often felt lonely, even though she had many friends and relatives around her. Maud loved to read and write but she did not particularly like going to school.

Maud started writing a daily journal when she was nine years old. In her journal, she wrote many stories and poems, many about the island. When Maud was fourteen, she burned all her journals. She thought they were silly and dull and she was ashamed of them.

In 1890, Maud moved to Saskatchewan to live with her father and his new wife. Maud hated living there because her stepmother was unkind to her. Soon after, Maud returned to Cavendish to live with her grandparents. Maud loved P.E.I. and often wrote about its beauty.

In 1892, Maud went to college in Charlottetown to become a teacher. Maud had many teaching jobs in different towns. When her grandfather died in 1898, Maud returned to Cavendish to take care of her very old grandmother.

In 1905, Maud began writing her first novel, *Anne of Green Gables.* By 1908, it was finished but Montgomery had a difficult time getting it published. The reason *Anne of Green Gables* was not immediately accepted by publishers was because Montgomery was a woman who wrote about women. Many believed at that time that *a woman's place was in the home.* Also, most "serious" literature of the early 1900's was written by men. Finally, her first novel was published and it was a huge success with the public.

In 1911, Maud's grandmother died and only then did she consider getting married and moving away from Cavendish. That same year, Maud married Ewan Macdonald and moved away from Prince Edward Island forever.

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